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GENERAL

(incl. Statistics)

1376. [Anon.] George Sidney Brett. *Bull. Canad. psychol. Ass.*, 1944, 4, 71.—Obituary and appreciation.—F. W. Finger (Virginia).

1377. B[entley], M. Tools and terms in recent researches. *Amer. J. Psychol.*, 1944, 57, 264-269; 1945, 58, 113-117.—Many words can be applied equally well to the mental or to the physical world, but such ambiguous words change their basal significance in the two areas and hence lead to trouble. Fatigue is shown to be one such concept which needs clarification. Similar verbal difficulties which occur in the study of perception are also considered.—D. E. Johannsen (Skidmore).

1378. Brennan, R. E. *History of psychology from the standpoint of a Thomist*. New York: Macmillan, 1945. Pp. xvi + 277. \$3.00.—The author surveys psychological trends from primitive animism to twentieth century behaviorism, gestaltism, psychoanalysis, etc., and passes judgment upon each in turn. In every case the criterion is that of agreement or disagreement with the teaching of Aristotle as interpreted and completed by St. Thomas. He finds three great traditions: that of Democritus; that of Plato; and that of Aristotle, which is a combination and reconciliation of the other two. Recent psychology is a story of the rise and fall of systems. The root of the trouble lies in the failure of many investigators to appreciate the proper scope of their discipline, and in a neglect of true philosophy. Reflexes, percepts, images, and instincts are only particular problems in the whole of man's psychological life. With the disappearance of the notion of substance, that of soul also vanished; but without a soul, psychology is like a temple without a deity. According to the Thomist tradition, the subject matter of psychology is man, a creature possessed of soul and body, who "reflects on his own intellectual nature, and stretches out, by its faculty of divine love, toward a Creator Who is supremely good."—R. H. Dotterer (Pennsylvania State College).

1379. Finan, J. L., & Malmo, R. B. New tapping board and steadiness box. *Amer. J. Psychol.*, 1944, 57, 260-263.—D. E. Johannsen (Skidmore).

1380. Johnson, H. M. A useful interpretation of Pearsonian r in 2×2 contingency-tables. *Amer. J. Psychol.*, 1944, 57, 236-242.—"Given the Pearsonian coefficient of correlation r derived from a 2×2 contingency-table, by applying to it a suitable conversion factor we derive a parameter r' which is the proportion of mal-classification that would attend the use of a non-discriminative test which the test in question removes. Therefore r' might be properly called a coefficient of correctivity. Within a rather wide working-range the value of the conversion-factor is near unity. If we derive r' directly, the computation

of r is a luxury. The practical interpretation of r' can be readily explained without the use of any statistically technical symbols. Biserial correlation r lacks this useful property. There is no good reason for suppressing it, but it adds no useful information that is helpful in prediction. If it is substituted for r' or for r , while the latter are suppressed, it may obscure the most important relations that we are trying to discern."—D. E. Johannsen (Skidmore).

1381. Johnson, H. M. Maximal selectivity, correctivity and correlation obtainable in 2×2 contingency-tables. *Amer. J. Psychol.*, 1945, 58, 65-68.—Formulae are offered by means of which the maximal values of the three coefficients in a 2×2 contingency-table can be readily calculated. The author points out that the ratios between them serve the purpose of indicating how much the obtained coefficients can possibly be increased by improving the test. It sometimes happens that a more satisfactory way to decrease the difference between the percentages of individuals passing is by changing the criterion for passing, rather than by trying to improve the tests.—D. E. Johannsen (Skidmore).

1382. Jones, E. Psychology and war conditions. *Psychoanal. Quart.*, 1945, 14, 1-27.—The author presents a general survey of the growth and development of psychiatry in England under wartime conditions. An account is given of the utilization of psychological tests and procedures in the selection of officer material for training, in the study of men in the ranks to determine suitability for general or special service, in the determination of reasons for failure of adjustment, and in the selection of parachutists. Their use is also discussed with relation to the development of psychiatric treatment, the study of the problem of morale, and certain special researches, such as repatriation and rehabilitation problems, social and economic privations, and the various reactions to the strains and stresses of prolonged war by the citizenry as individuals and as groups.—M. H. Erickson (Eloise Hospital).

1383. Lerner, E. A reply to Wyatt and Teuber. *Psychol. Rev.*, 1945, 52, 52-54.—Lerner objects to inferences made by Wyatt and Teuber (see 19: 39) in referring to one of his published reports (see 16: 3207). In addition he criticises the attempt of these authors to distinguish between 'Nazi' and 'German' psychology with the implication that workers in one group support national-socialistic ideology and the others do not.—M. A. Tinker (Minnesota).

1384. Litwinski, L. *La psychologie et la littérature*. (Psychology and literature.) Lisbon: Grafica de Coimbra, 1944. Pp. v + 29.—This is an essay on the distinction between psychology and literature and on their interrelations.—(Courtesy *Amer. J. Sociol.*).

1385. Marbe, K. *Neue Untersuchungen zur Psychologie, Statistik und Biologie*. (Recent investiga-

tions in psychology, statistics, and biology.) Leipzig: Becker & Erler, 1940. Pp. 98.—Statistical research frequently reveals trends that can be explained by reference to psychological factors. That there is a higher proportion of male births during wartime is referred to an explanation of both biological and psychological significance: there is less cohabitation, and therefore fewer miscarriages during such periods; there is always a higher percentage of males than females among abortive births; therefore the decrease in number of miscarriages leads to the higher proportion of males born.—(Courtesy *Année psychol.*)

1386. Marquis, D. *Psychology in the war.* *Trans. N. Y. Acad. Sci.*, 1944, 7, 43-44.—The armed services are utilizing more than 1,000 professional psychologists, with another 250 serving in related positions as civilians. Their work consists of research and administration in connection with the following problems: analysis of military tasks; development of procedures for selection and classification of personnel; development of training programs and their evaluation; design of instruments from the standpoint of traits and capacities of personnel using them; development of clinical procedures for examination and consultation services; study of psychophysical factors in the performance of specialized military tasks; and development of techniques in the orientation program, in morale services, and in psychological warfare. The Army has also trained 1,300 enlisted men in advanced personnel psychology in the ASTP program.—*F. W. Finger* (Virginia).

1387. Portenier, L. G. *Meeting of the Rocky Mountain Branch of the American Psychological Association.* *Amer. J. Psychol.*, 1945, 58, 117.—*D. H. Johannsen* (Skidmore).

1388. Watson, G. *How social engineers came to be.* *J. soc. Psychol.*, 1945, 21, 135-141.—This is described as "a preview of the presidential address at the annual meeting of the American Social Engineering Association, held in 1983," purporting "to review a half century of progress in the application of scientific techniques to guiding social adjustments."—*F. W. Finger* (Virginia).

1389. Wells, F. L. *James McKeen Cattell: 1860-1944.* *Amer. J. Psychol.*, 1944, 57, 270-275.—A brief summary is given of Cattell's life, particularly with respect to his teaching activities. "Cattell, then, was in the first instance a personality cast in heroic mold, whose formative years brought him into contact with another exceptional man (Galton) through whom his interests were fixed upon the quantitative properties of the human mind. He was among the principal influences in America that established this study, under the not too fortunate name of psychology, as a discipline in its own right. But this discipline still had too much of a static and atomistic character to hold for long a dynamic personality of Cattell's type. To trace how and why his later activities took on a more executive and in some sense social-philosophical character is a further task for the biographer. Study of the integrated personality and above all the psychogenesis had to proceed from other starting-points, and needed a partly different type of mind. Thus we, his life-long admirers, are so because of what he was more than what he taught." Portrait.—*D. E. Johannsen* (Skidmore).

1390. Winthrop, H. *Conceptual difficulties in modern economic theory.* *Phil. Sci.*, 1945, 12, 30-39.—As used in both collectivist and orthodox economic analysis, the concept of marginal satisfaction is open to serious objections. The economist usually assumes that satisfaction is always positive and that at infinity it is asymptotic to zero; also that, both among different men in regard to the same good and in the case of a single individual with a need for several kinds of goods, marginal satisfaction may be treated as homogeneous and undifferentiated. All of these assumptions are dubious. To make matters worse, though it is a fact commonly recognized that appetite often "comes with eating," it is assumed that marginal satisfactions are temporally constant for the same individual. The comparison of the principle of marginal behavior to Weber's psychophysical law is unjustified. Incidentally, Lerner's demonstration that the probable total satisfaction is maximized when all incomes are identical is shown to be lacking in cogency. The author concludes with the hope that the term "satisfaction," as used in economics, will some day be defined in behavioral terms.—*R. H. Dotterer* (Pennsylvania State College).

[See also abstracts 1409, 1433.]

NERVOUS SYSTEM

1391. Ades, H. W. *Midbrain auditory mechanisms in cats.* *J. Neurophysiol.*, 1944, 7, 413-424.—Responses to audible clicks were recorded from various points in the midbrains of cats, and from an analysis of the results generalizations are made concerning the auditory functions of the colliculi and their tracts. Auditory integration at the midbrain level is participated in by the entire tectum rather than by the inferior colliculi alone, and this integration is indicated to be of a fairly high order. A summary of the connections of the central auditory pathway is presented by means of a diagram.—*T. G. Andrews* (Chicago).

1392. Darrow, C. W., Green, J. R., Davis, E. W., & Garol, H. W. *Parasympathetic regulation of high potential in the electroencephalogram.* *J. Neurophysiol.*, 1944, 7, 217-226.—The authors report a demonstration of a parasympathetic influence on the electrical activity of the brain, which action appears to occur by way of vasomotor mechanisms and suggests the possibility of controlling certain epileptiform manifestations by the use of cholinergic drugs. A suggestion is offered that there is a neural mechanism by which emotionally induced autonomic changes may produce certain functional effects on the brain.—*T. G. Andrews* (Chicago).

1393. Enikeeva, S. I. [Reciprocal innervation of antagonistic muscles in ontogenesis.] *Bull. Biol. Méd. exp. URSS*, 1944, 17, 33-35.

1394. Galambos, R., & Davis, H. *Inhibition of activity in single auditory nerve fibers by acoustic stimulation.* *J. Neurophysiol.*, 1944, 7, 286-303.—Spontaneous discharges which occur in some auditory fibers in silence can be stopped by certain tones. The ranges and response areas of some of these inhibitory functions have been mapped. The mechanism of inhibition is obscure but it seems to play an important role in the case of masking. The results

are not in accord with a simplified conception previously held.—*T. G. Andrews* (Chicago).

1395. Hasratian, E. New data on the plasticity of the central nervous system. *Bull. Biol. Méd. exp. URSS*, 1939, 8, 419-421.—After amputation of 2 legs (dogs), the compensatory relearning of the ability to stand and walk took place gradually over a period of 2-3 months. In 2 animals the removal of both labyrinths after recovery definitely abolished the capacity to stand and to walk; suppression of vision, on the other hand, had no effect. Previously it had been demonstrated that removal of both hemispheres destroyed the benefits of recovery but that unilateral ablation masked the recovery only temporarily.—(Courtesy *Année psychol.*).

1396. Karamjan, A. I. Über die Plastizität des Nervensystems der Vögel. II. Versuche mit einseitiger Halbdurchschneidung des Rückenmarks. (The plasticity of the nervous system of birds. II. Investigations by unilateral hemisection of the cord.) *Bull. Biol. Méd. exp. URSS*, 1939, 7, 486-489.—Hemisection of the cord (16 pigeons) produced a total paralysis of the legs, with compensatory recovery gradually progressing to completion in 35-45 days. Following recovery, one hemisphere was removed (5 cases). The paralysis appeared again, with gradual recuperation not complete even after 4-6 months. After bilateral ablation of the hemispheres, the paralysis was more marked and recovery was slower.—(Courtesy *Année psychol.*).

1397. Kennard, M. A. Experimental analysis of the functions of the basal ganglia in monkeys and chimpanzees. *J. Neurophysiol.*, 1944, 7, 127-148.—When lesions were produced in one or more of the nuclear complexes of the basal ganglia, symptoms were produced similar to the choreoathetosis and tremor found in man suffering lesions of the same regions. The choreiform movements were contralateral to the lesions and were transient. The tremor produced occurred only in action, not being in evidence in the resting animal. The tremor was bilateral. The evidence was taken to predicate two more or less independent systems existing in the basal ganglia. Marked differences were noted between monkeys and chimpanzees, the difference being associated with anatomical changes in the putamen and extrapyramidal cerebral cortex. This difference is concomitant with the development of skilled use of the hands, and certain similar relations are posited for man.—*T. G. Andrews* (Chicago).

1398. Leao, A. A. P. Spreading depression of activity in the cerebral cortex. *J. Neurophysiol.*, 1944, 7, 359-390.—Shortly after weak faradic or mechanical stimulation of the exposed cerebral cortex, there occurs a characteristic depression of electrical activity which spreads to adjacent cortical areas. The depression and tonic-clonic activity of experimental cortical epilepsy seem to be closely related phenomena and are probably mediated by the same cortical elements. The development and characteristics of the phenomena are not determined by the stimuli but depend on local factors and conditions of the affected regions.—*T. G. Andrews* (Chicago).

1399. Marrazzi, A. S., & Lorente de No, R. Interaction of neighboring fibres in myelinated nerve. *J. Neurophysiol.*, 1944, 7, 83-101.

1400. Pécher, C. La fluctuation d'excitabilité de la fibre nerveuse. (Fluctuation of excitability in the nerve fiber.) *Arch. int. Physiol.*, 1939, 49, 129-152.—The excitability of nerve, measured in terms either of threshold or latency, varies according to the laws of chance, following a normal distribution curve. Inasmuch as this holds for the isolated nerve fiber, it cannot be explained in terms of a statistical distribution of excitabilities of a population of fibers (cf. Crozier). When the percentage of responses for a series of electrical stimulations is represented graphically, the S-curve classically imputed to sensation threshold is obtained. Threshold can then be read from such a curve as that point at which 50% of responses occur.—(Courtesy *Année psychol.*).

1401. Peelle, T. L. Acute and chronic parietal lobe ablations in monkeys. *J. Neurophysiol.*, 1944, 7, 269-286.—Areas 1, 2, 3, 5, and 7 were removed in various combinations. Removal of 3, 1-2, 5, and 7 individually or of 1-2-5-7 in combination did not result in paralysis, although the animals evidenced a "loathness" for movement. Hypotonia was produced and lasted for as long as one year. This hypotonia probably accounts for the parietic posture at rest and indirectly for ataxia, although the ataxia was absent when the macaques controlled their movement by vision. Tendon reflexes were permanently altered, exhibiting increase of threshold, slowness of movement, and increase of excursion. Tactile and pain action was greatly impaired. Protocols are presented.—*T. G. Andrews* (Chicago).

1402. Piéron, H. Les essais d'enregistrement de potentiels d'action afférents chez l'homme. (Attempts to record afferent action potentials in man.) *Année psychol.*, 1942, 40, 199-206.—Piéron points out the problems involved in correlating sensation with afferent nerve discharge, as illustrated by several investigators' work. It is particularly difficult to record satisfactorily *in situ*. He describes his own attempts to devise a satisfactory experimental technique; the results to date have been discouraging.—*F. W. Finger* (Virginia).

1403. Rusinov, V. J., & Chugunov, S. A. Action currents of proprioceptive and tactile impulses in the mixed nerves of man. *Bull. Biol. Méd. exp. URSS.*, 1939, 8, 70-73.—Electrodes were placed on the skin of the upper arm, where the median nerve passes close to the surface. At rest, a general potential rhythm of 70-90/sec. was obtained, composed of impulses of 10-20/sec. rhythm (large amplitude, rapid conduction), of 10-15/sec. (smaller amplitude, slower conduction rate), and of 60-70/sec. (very small amplitude). These were afferent discharges. When a 10-gr. weight was attached to the index finger, the impulses (primarily of the first type) increased to a rate of 140/sec., soon returning to a level of 70-80; with 50-100 gr., a maximum of 170/sec. was reached, with a gradual dropping to 95; with a 500-gr. weight there was a final steady level of 150/sec., with increased amplitude. Rubbing the skin of the finger resulted in an increase of the third type of impulses to about 200/sec. These impulses appear to correspond to the action of the cutaneous receptors.—(Courtesy *Année psychol.*).

1404. Snider, R. S., & Stowell, A. Receiving areas of the tactile, auditory, and visual systems in

the cerebellum. *J. Neurophysiol.*, 1944, 7, 331-357.—Breaking the hypothesis that only proprioceptive afferents reach the cerebellum, the authors indicate a major research program the result of which has been a mapping of the cerebellum of the cat in terms of areas which show electrical responses to tactual, auditory, and visual stimuli. The many areas are indicated in several diagrams.—T. G. Andrews (Chicago).

1405. Weiss, P., & Taylor, A. C. Further experimental evidence against "neurotropism" in nerve regeneration. *J. exp. Zool.*, 1944, 95, 233-257.—The theory of neurotropism (regenerating nerve fibers are attracted by degenerating nerve) is contradicted by these experiments. Nerves in the rat were allowed to regenerate in forked arteries, the branches of which confronted the outgrowing fibers with alternative routes. These led either into blind channels or channels containing degenerated nerve, tendon, or fat tissue. It was found that the regenerating nerve fibers "1) grew into blind channels with the same density and orientation as into channels containing degenerated nerve, 2) were never deflected from their course toward channels containing supposedly 'neurotropic' agents, 3) approaching the entrance of a degenerated nerve have shown no tendency to converge upon it." The results also suggested that fibers connected with a functional periphery may grow to a larger diameter than fibers not so connected.—L. C. Mead (Tufts).

1406. Welch, W. K., & Kennard, M. A. Relation of cerebral cortex to spasticity and flaccidity. *J. Neurophysiol.*, 1944, 7, 255-268.—Observations were made on gait, posture, and motor and reflex status of monkeys and chimpanzees at intervals before and after cortical ablations. Removal of single areas confirmed previous observations. Removal of area 6 caused moderate spastic paresis; of area 4, paresis without spasticity; and of postcentral gyrus, transient flaccidity with some paresis. Successive and combined removals were made with the following results: 4 and 6 together or serially, immediate spastic paresis; with addition of postcentral gyrus insult, increased paresis; and combined lesion of postcentral gyrus and area 4, spasticity. Abstracts of protocols are presented.—T. G. Andrews (Chicago).

1407. Yntema, C. L. Deficient efferent innervation of the extremities following removal of neural crest in *Amblystoma*. *J. exp. Zool.*, 1943, 94, 319-346.—Embryos of *Amblystoma punctatum* were subjected to bilateral removal of the crest of the neural folds in stages 15 or 16. The effects of this operation were determined by histological examination following a classification of the extent of limb movements. It is concluded: "1) Extensive removal of the neural crest frequently results in fore and hind limbs with deficient motor innervation. These limbs are not functional. In complete absence of nerves, the muscles of the limb are atrophic. 2) Limbs with an adequate motor supply, but no sensory supply, are functional. 3) In non-functional limbs, the posture may be determined by muscles which are innervated and normal. 4) The motor fibers appear to depend on presence of early sheath cells to reach and penetrate the extremities, and establish a complete distribution. 5) The number of primary motor fibers

is not appreciably reduced in absence of neural crest. The variations in the size of the motor roots in the experimental animals are dependent upon the number of secondary fibers present."—L. C. Mead (Tufts).

[See also abstracts 1411, 1425, 1448, 1449, 1456, 1469.]

RECEPTIVE AND PERCEPTUAL PROCESSES

1408. Andreev, A. M., Arapova, A. A., & Gersuni, G. V. [Electrical cochlear potentials in man.] *Fiziol. Zh. S. S. S. R.*, 1939, 26, 205-212.—The cochlear potentials from the round window varied in amplitude from 1 to 8 microvolts between 500 and 25,000 c.p.s., and reached 16 microvolts at 200 c.p.s. The form of the wave was approximately sinusoidal. In general there was a relation between degree of deafness and decrease in electrical responses; and in those subjects whose threshold was 50 db. or more above normal, no response could be detected. The intensity vs. amplitude curve was in the form of an S, with increases at the upper end resulting in a greater perceived intensity of sound but no further increase in size of electrical potential. English summary.—(Courtesy *Année psychol.*).

1409. [Anon.] Portable vision testers. *Air Surg. Bull.*, 1945, 2, 55.

1410. Beach, F. A. Responses of captive alligators to auditory stimulation. *Amer. Nat.*, 1944, 78, 481-505.—A captive male *Alligator mississippiensis* was found to roar consistently in response to a 57-cycle tone and occasionally to the first harmonic of this fundamental. While roaring responses were not produced by other tones up to 341 cycles, behavioral evidence indicated auditory sensitivity. Roars were accompanied by an "aggressive approach" type of locomotion, accurate localizing responses, and attacks upon a smaller animal placed in the same tank. Three smaller male alligators produced no roaring responses but gave evidence of auditory sensitivity.—M. H. Brody (Yale).

1411. Bishop, G. H. The structural identity of the pain spot in human skin. *J. Neurophysiol.*, 1944, 7, 184-198.—"Areas of skin were removed from the forearm to varying depths, and the return of excitability and distribution of pain spots was examined during the regeneration. A 'pain spot' then turns out to be the total distribution of pain-mediating fibers in a single nerve twig coursing up through the dermis from the cutaneous plexus to the subepithelial nerve net. One such twig in general is associated with each of specific groups of one to three hair follicles. A small area near the center of such a distribution located typically directly above the position of the nerve twig, is usually more sensitive than the remainder, accounting for the 'punctate' aspect of the spot. Other nerve twigs supply hair follicles and glands, but contain no pain fibers." A full discussion of methodology and results is presented.—T. G. Andrews (Chicago).

1412. Boldyreff, V. B. On the change of rhythmical light sensations in man caused by pain stimulation. *Bull. Biol. Méd. exp. URSS*, 1939, 8, 384-386.—Four subjects were presented with a continuous light, either below or above the previously deter-

mined visibility threshold. The duration of the resulting visual sensation was indicated by the subject's depressing a key. The effect of painful stimulation (induction shock) upon the visual stimulus-sensation relationship was noted. In general, the addition of the painful stimulus increased the light sensitivity, although in a few instances a contrary inhibitory effect was noted.—(Courtesy *Année psychol.*).

1413. Bracken, H. v. *Wahrnehmungstäuschungen und scheinbare Nachbildgrösse bei Zwillingen.* (Perceptual illusions and apparent size of afterimage in twins.) *Z. angew. Psychol.*, 1939, 53, 203-230.—About 40 twins (7-14 years of age) were tested on the Müller-Lyer and the Aubert illusions. In 29 more twins (11-41 years of age), the relationship was determined between size of afterimage and the variable distance from the projection surface. The results (especially with the Aubert illusion) are interpreted to indicate an hereditary basis for visual illusion and for size of afterimage.—(Courtesy *Année psychol.*).

1414. Burger, J. W. Some effects of colored illumination on the sexual activation of the male starling. *J. exp. Zool.*, 1943, 94, 161-168.—Adult male starlings were exposed to mazda and mercury vapor lamps whose light was filtered through 6 different Corning filters. Intensity of the filtered light varied between 6.5 and 100 footcandles in 6 experiments. Wave lengths between 0.58 μ and 0.68 μ were found to produce spermatogenic activity.—L. C. Mead (Tufts).

1415. Dannenbaum, A. The effect of music on visual acuity. *Sarah Lawrence Stud.*, 1945, 4, 18-26.—Eighteen college students, 9 of musical and 9 of non-musical interests, were subjects for an experiment designed to test the influence of music on the perception of flaws in geometric figures of three types. Acuity was measured by the distance from the subject at which the flaw could first be detected. Without exception, visual acuity was significantly impaired in the presence of music. Differences between the two groups were not significant. Uncontrolled variables in the experimental situation may have contributed to the effect found, but it is concluded that "an increase of visual acuity under the influence of music cannot be taken for granted."—M. H. Brody (Yale).

1416. Derman, H. Die Wirkung von starkem Licht und von A-Vitamin auf die Regeneration des Sehporpurs. (The effect of intense light and of vitamin A on the regeneration of visual purple.) *Arch. int. Pharmacodyn.*, 1942, 68, 230-238.—See *Biol. Abstr.* 19: 4624.

1417. Detwiler, S. R. On factors affecting pigment migration in the retina. *Trans. N. Y. Acad. Sci.*, 1944, 7, 9-14.—In many submammalian forms, increase in illumination brings about a forward migration of the pigment in the epithelial pigment layer of the retina, contraction of the cones, and elongation of the rods. Various experiments have been conducted to ascertain the effect of other factors, e.g., injection of Ringer's solution, adrenin, and phosphoric acid. An additional affecting factor complicates these observations: handling, such as is involved in the injection procedure, has been shown to cause extensive

migration of the pigment in the dark-adapted eye.—F. W. Finger (Virginia).

1418. Frings, H. The loci of olfactory end-organs in the honey-bee, *Apis mellifera* Linn. *J. exp. Zool.*, 1944, 97, 123-134.—Honeybees were conditioned to extend the proboscis by stimulation with the odor of coumarin immediately followed by feeding on sugar solution. Individual differences in rate of conditioning are shown. Trained and untrained bees were subjected to operative procedures on the antennae, and the responses to odor of coumarin were noted. It is concluded that the 8 terminal segments of each antenna are the sole bearers of olfactory end organs for coumarin in this honeybee.—L. C. Mead (Tufts).

1419. Jahn, T. L. Brightness enhancement in flickering light. *Anat. Rec.*, 1943, 87, 23-24.—Abstract.

1420. Jahn, T. L., & Wulff, V. J. Spectral sensitivity of the compound eye of *Dytiscus*. *Anat. Rec.*, 1943, 87, 24.—Abstract.

1421. Kellaway, P. Pathways of transmission to the cochlea. *Amer. J. Psychol.*, 1945, 58, 25-42.—The following summary is offered: "1. The anatomy of the middle ear is studied in an attempt to analyze its mechanical action from the standpoint of structure. The general belief that the system is asymmetrically balanced is concluded to be incorrect. 2. Physiological experiments concerning the transmissional characteristics of the ear are examined. It is found that the mechanism follows with considerable fidelity vibrational forces impressed upon it. 3. The airborne vibrations impinging on the round window are considered of little importance in hearing due to relative immobility of the fenestra ovalis. 4. The physical mechanisms responsible for the stimulation of the sense organ by bone conduction are found to consist of compression of the labyrinth and inertial movements of the ossicles relative to the skull."—D. E. Johannsen (Skidmore).

1422. Kellaway, P. The electrophonic response to phase reversal. *J. Neurophysiol.*, 1944, 7, 227-230.—Of five possible explanations to the perception of sound resulting from electrical (A.C.) stimulation of the ear, the author indicates that only two remain as tenable, and he attempts to determine whether the current affects the receptor cells or an electrical field produces mechanical forces in the cochlea which are similar to those produced by sound waves. A phase change of 180° in the electrical stimulus is heard as a brief silent period, and this is taken to indicate a transduction of electrical into mechanical energy as the mechanism for the electrophonic effect.—T. G. Andrews (Chicago).

1423. Kobrak, H. G. Experiments on conduction of sound through the cavity of the middle ear. *Arch. Otolaryng., Chicago*, 1943, 37, 796-801. Also *Stud. Douglas Smith Fdn.*, 1942-1943, 15, No. 17, 1-6.—Some experiments designed to study aerocochlear conduction are discussed. The increased importance of this method of conduction at the higher intensity levels and in cases of impairment of ossicular functioning is emphasized. Evidence is offered to show that, in pathologic conditions, auditory function is not adequately expressed by threshold determinations.—M. H. Brody (Yale).

1424. Koehler, W. New facts in visual perception. *Trans. N. Y. Acad. Sci.*, 1944, 7, 39-42.—When a curved line is viewed for a considerable period, it tends to be perceived as less curved, and a straight line immediately thereafter inspected in the same region appears curved in the opposite direction. Further, when the size of a circle is judged just after inspection of a somewhat larger concentric circle, it appears smaller than it otherwise would. Similar effects can be demonstrated in the third dimension. These data suggest that: (1) objects in visual space are represented by corresponding figure processes in the visual cortex and (2) prolonged excitation produces a satiation in these cortical regions. Later stimulation effects recede from these highly satiated regions into less affected regions, causing the apparent change in size or shape of the stimulus object. The satiation effect seems to take place rapidly and to persist for some time, implying a need for caution in the interpretation of rapidly repeated observations.—F. W. Finger (Virginia).

1425. Lekakh, A. B. Effect of temperature on some functions of the optic and the acoustic analyzer. The role of the nervous system in adaptation to high temperature. *Bull. Biol. Méd. exp. URSS.*, 1939, 8, 189-193; 194-197.—The threshold to red light was determined at various temperatures. At 20°, the value was 1.22; after the forearm was warmed at 43° for an hour, the threshold value was raised to 1.23-1.25; after cooling at 7°, it continued to rise to 1.26. For corresponding conditions, the thresholds of the eye to electrical stimulation were 9.2, 11.0, and 14.5 millivolts, (4 subjects). For auditory stimulation (sound of a clock), the threshold was first lowered, then raised. When the subject remained for 2 hours in a room with temperature of 35°, the chromatic threshold rose from 1.23 to 1.39. In a room at 55°, the chromatic threshold rose from 1.22 to 1.42, and the electrical threshold from 9.4 to 16 millivolts. The mechanism of these effects is discussed in terms of suggestion, neural mediation, and chemical action.—(Courtesy *Année psychol.*).

1426. Lowenfeld, V. Tests for visual and haptical aptitudes. *Amer. J. Psychol.*, 1945, 58, 100-111.—A series of 5 tests is described which has been used to distinguish individuals who characteristically depend on visual impressions from those who characteristically depend on haptic impressions in responding to the world. The tests covered integration of successive impressions (visual), subjective impressions (drawing an object on a table), word association (haptics give associations of self in action to the stimulus words which are present participles), visualization of kinesthetic experience (identification visually of a geometrical figure which has been traced blindfolded), and tactile impressions (identification of a geometrical figure which is being felt by matching it to figures presented visually). "From 1128 reactions, 47 per cent of the Ss were clearly visual, 23 per cent were haptic, and 30 per cent either received a score which was below the line where a clear identification was possible or was otherwise not identifiable."—D. E. Johanssen (Skidmore).

1427. Morah, J. E., & Abbott, H. D. An investigation of after-images. *J. comp. Psychol.*, 1945, 38,

47-63.—Using a graded scale of performance, the afterimage behavior of over 700 children was studied. There was nothing in the results to indicate a special eidetic ability. Rather, there is a graded continuum of sharpness and clarity of the visual afterimage, as found in a group of randomly selected subjects. Among the specific results found were (a) a definite positive relationship between age and ability to experience afterimages, (b) no particular sex differences and only a slight positive relationship with intelligence, and (c) a statistically reliable relationship with art achievement.—L. I. O'Kelly (U. S. Army).

1428. Supa, M., Cotzin, M., & Dallenbach, K. M. "Facial vision"; the perception of obstacles by the blind. *Amer. J. Psychol.*, 1944, 57, 133-183.—The present experiment investigated the basis of the ability of the blind to sense obstacles. Two blind and two sighted subjects were used; all wore blindfolds which reduced the area of skin exposed. The Ss were required to report when they first perceived the presence of the obstacle (wall or large masonite screen) and when they judged they were as close as possible without touching it. Except for one experiment, the Ss walked toward the obstacle at any rate they pleased, first in shoes over a bare floor, then in stocking feet on carpet. After establishing the norms of performance (the blind Ss perceived the obstacle at once, while the seeing Ss learned to do so with somewhat less accuracy, after practice), different sensory cues were removed. Air waves were cut off from the skin, sound and pressure waves were blocked from the ear, sound waves were masked by a sound-screen (1000 cycles), and stimuli were reduced to sound waves whose action was limited to the ears. The results showed that air and pressure waves against the skin are neither a necessary nor a sufficient condition for the perception of the obstacle, while aural stimulation is both necessary and sufficient.—D. E. Johanssen (Skidmore).

1429. Verrier, M. L. La théorie d'Exner et l'histophysiologie comparée des yeux composés. (Exner's theory and the comparative histophysiologie of compound eyes.) *C. R. Acad. Sci. Paris*, 1939, 208, 1528-1530.—Exner distinguishes two types of compound eye in the arthropods: the superposition type, with the crystalline cone separated from the retina; and the apposition type, in which the retina and crystalline cone are in contact. The former is said to be characteristic of nocturnal species. In contradiction to Exner, it may be said that in some species there is no crystalline cone (or virtually none) and that in others there are types intermediate between the two described by him. Furthermore, some species with the superposition type are of diurnal habits, and some species are active both in light and in darkness.—(Courtesy *Année psychol.*).

1430. Webb, K. A. A modified Priestley-Smith perimeter. *J. Physiol.*, 1944, 103, 26P.—The modification consists in substituting for the bits of colored and white paper in the original instrument a point source of light with suitable filters.—M. E. Morse (Baltimore, Md.).

[See also abstracts 1391, 1394, 1401, 1403, 1404, 1435, 1438, 1454, 1455, 1565, 1569.]

LEARNING, CONDITIONING,
INTELLIGENCE

(incl. Attention, Thought)

1431. Anderson, H. C., Marcham, F. G., & Dunn, S. B. An experiment in teaching certain skills of critical thinking. *J. educ. Res.*, 1944, 38, 241-251.—The following skills were studied in this experiment: identifying specific facts, selecting and organizing relevant facts, making inferences, distinguishing fact from opinion, and recognizing situations in which conclusions can not be drawn because of insufficient evidence. Experimental materials for teaching skills of critical thinking by two methods, 'doing' and 'telling,' were prepared for 7th- and 10th-grade social studies. Test materials and other procedures for the evaluation of the skills were developed. Differences between the two methods were negligible. The results of the experiment were used in preparing improved materials for teaching these skills.—*M. Murphy* (Pennsylvania).
1432. Cattell, R. B. Intelligence and fertility. *Eugen. Rev.*, 1945, 36, 126-127.—Three methods are suggested for increasing the reliability of the prediction of the trend in intelligence; (1) a cross-section study of adult population at the end of the reproductive period in relation to the reproduction; (2) retesting after a decade the offspring of original populations tested to note the occurrence of a once-predicted decline; and (3) correlating subsequent data on celibacy and childless marriages with original research data. Only by such researches can doubts be cleared as to the relation between intelligence and fertility, and the nature of the decline in national intelligence be ascertained.—*G. C. Schwesinger* (War Relocation Authority).
1433. Hadamard, J. The psychology of invention in the mathematical field. Princeton, N. J.: Princeton University Press, 1945. Pp. xiii + 143. \$2.00.—This book presents a rational analysis of the creative thinking processes, with special reference to mathematical discovery. The first three chapters introduce the problem and present the thesis that creative thought involves some unconscious work. In the fourth and fifth chapters the author analyzes the stage of preparation for creative thought, with an evaluation of logic versus chance in the preparatory thoughts and in later conscious work. The other five chapters are devoted to discovery as a process of synthesizing with signs and symbols. A comparison is made of different kinds of mathematical minds (as cases of common sense, students of mathematics, intuitive minds), and paradoxical cases of intuition (with biographical sketches) are described. In the concluding chapter the author surveys the general direction of research. In the appendices there is a questionnaire which was presented to mathematicians concerning their thinking habits and histories. The main theme of the book is based on the author's introspections and on writings and biographies of other mathematicians.—*T. G. Andrews* (Chicago).
1434. Heidebreder, E. Toward a dynamic psychology of cognition. *Psychol. Rev.*, 1945, 52, 1-22.—The hypothesis "maintains that all human cognition, taken psychologically . . . may be ordered with respect to two kinds of performances: the perception of

concrete objects and the attainment of concepts." It involves three major claims: (1) The *typical* and *dominant* cognitive response in humans consists of perception of concrete objects. All other cognitive responses are approximations to or modifications of this form. (2) The *distinctive* cognitive response in humans is concerned with attainment of concepts and is a modified form of perception of objects. (3) It is possible to *order* the other cognitive reactions in such a way as to show meaningful lines of relation among the dominant and the distinctive modes of reaction. After a definition of terms, the perception of objects and the attainment of concepts are discussed. Experiments by the author show that concepts are consistently attained in a regular order: concepts of concrete objects first, of spatial forms next, and of numbers last. The hypothesis as here formulated is directed toward research. It assigns to the cognitive processes a place within the field of dynamic psychology as defined by the author. 62-item bibliography.—*M. A. Tinker* (Minnesota).

1435. Heider, F., & Simmel, M. An experimental study of apparent behavior. *Amer. J. Psychol.*, 1944, 57, 243-259.—"A motion picture which shows movements of three geometrical figures was the material of the investigation. It was presented to a first group of 34 Ss with the instruction to describe it; to a second group (36 Ss) with the instruction to interpret the movements as actions of persons and to answer a number of questions relating to them. A third group (44 Ss) was treated like the second, except that the picture was shown in reverse and with fewer questions. The reports show that all but one S of Group I, all of Group II, and all but two of Group III interpreted the picture in terms of actions of animated beings, chiefly of persons. A characteristic feature of this organization in terms of actions is the attribution of the origin of movements to figural units and to motives. It has been shown that this attribution of the origin influences the interpretation of the movements, and that it depends in some cases on the characteristics of the movements themselves, in others on surrounding objects. The way in which the actors are judged is closely connected with this attribution of origin. It is held that this method is useful in investigating the way the behavior of other persons is perceived."—*D. E. Johannsen* (Skidmore).

1436. Jacobson, J. R. A method of psychobiologic evaluation. *Amer. J. Psychiat.*, 1944, 101, 343-348.—Inasmuch as formal psychological testing leaves much to be desired in the evaluation of intelligence, the author describes a test situation that includes the psychobiological functioning of the individual in acts of graded complexity which demand the active attention of the whole person in each response. The examining procedure is an elaboration of certain items employed by Henry Head in the examination of aphasics.—*J. E. Zerga* (Walt Disney Productions).

1437. Lannert, V., & Ullman, M. Factors in the reading of piano music. *Amer. J. Psychol.*, 1945, 58, 91-99.—The present study undertook to determine whether the ability to read music at sight is a unitary function and, if not, what the relative importance of the component factors is. Nine subjects were used, all of whom were advanced piano students. They did not know beforehand what factors were being

studied. The material was unfamiliar piano arrangements of orchestral compositions. It was found that subjects with a history of much sight reading were definitely superior to those without. Good readers read ahead of the measure being played, perceived both right- and left-hand scores at a single glance, took the least time, and made the fewest errors in reading. Knowledge of the keyboard without vision, ability to give meaning to material, and ability to profit from preliminary study were factors which discriminated the good from the poor readers slightly less effectively. Good readers could not play under distraction. Three factors (number of eye-movements from score to keyboard, ability to read ledger-line notes, and amount of time taken for study) were not significant in discriminating the good from the poor readers.—D. E. Johannsen (Skidmore).

1438. Lashley, K. S. Sensory control and learning in the maze. *J. genet. Psychol.*, 1945, 66, 143-145.—Nineteen rats were trained in an enclosed maze of 8 culs de sac to a criterion of 5 consecutive errorless runs; then they were blinded by enucleation. Visual cues were probably given importance by preliminary training on a visual discrimination problem and by constant orientation of the maze during original learning with respect to a light source. Relearning was apparently considerably retarded, a finding which is contrary to that of other investigators. The results are interesting in view of Krechevsky's finding that Tryon's maze-bright rats reacted primarily to visual cues and the maze-dull rats to spatial aspects of the problem (see 7: 5738).—R. B. Ammons (Iowa).

1439. Lockhart, A. The value of the motion picture as an instructional device in learning a motor skill. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1944, 15, 181-187.—Two groups of freshman college women, all beginners in bowling, were given standard instructions in this skill. The only difference in training was the use of an instructional motion picture with the experimental group. Learning, as measured by scores of (1) the total of all 10 first balls only, (2) the total of the best 9 of all 10 first balls only, and (3) the total of both balls, was equal for the first two weeks; however the experimental group showed steady improvement, while the control group reached a plateau at the 3rd and 5th weeks. Also, although both groups started out with the same mean score, the experimental group showed definite superiority from the 5th week till the end of the period of observation.—M. Castaldi (Brown).

1440. Martino, G. Sul meccanismo dei riflessi genitali conditionati nel cane. (The mechanism of the conditioned genital reflex in the dog.) *Atti Accad. Lincei*, 1939, 29, 695-698.—Erection was conditioned by pairing the sound of a metronome (84/min.) with the stimulation of the reflex area near the penis. Inhibition of erection was conditioned by pairing the sound at 200/min. with stimulation of the inhibitory area (cf. Amantea). It was found that when either area was anesthetized, the corresponding conditioned response was abolished. It would seem, therefore, that in each case there must be a neural center to which an afferent flow must be maintained to make the response possible, even when there is stimulation

associated through conditioning with the response.—(Courtesy *Année psychol.*).

1441. Moore, A. U., & Marcuse, F. L. Salivary, cardiac and motor indices of conditioning in two sows. *J. comp. Psychol.*, 1945, 38, 1-16.—After a period of gradual habituation to the experimental situation, conditioned salivary responses were studied in connection with measures of motor and cardiac response. Significant individual differences in all measures were observed. Measurement of the variables in the intervals between conditioning trials showed that "the index most active during the interval showed the greater degree of conditioning." The authors also concluded that the validity of any typology based upon analysis of one index of behavior diminishes as the number of indices is increased.—L. I. O'Kelly (U. S. Army).

1442. Morgan, J. J. B. Credence given to one hypothesis because of the overthrow of its rivals. *Amer. J. Psychol.*, 1945, 58, 54-64.—"Three hundred students were given an opportunity to demonstrate their logical insight into a problem with the advance knowledge that there were but five possible solutions. Eighty-nine per cent responded correctly, or nearly so. These same students were given other problems, each with its unlimited universe from which hypotheses might be drawn. In all of these there was evidenced a decided tendency to ignore the implications of the unlimited universe. In the problem structured most nearly like the control problem . . . 57% of those who had responded correctly in the control situation, responded in identical fashion to the problem with the unlimited universe, although in the latter situation such a response was totally illogical." The implications of these results for scientific writing are indicated.—D. E. Johannsen (Skidmore).

1443. Pavlov, V. I. Vliyanie prodoljenie uslovnovo razdrajitelja vo vremya sekretornovo efekta. (Magnitude of the conditioned response as affected by extension of the conditioned stimulus over the period of action of the unconditioned stimulus.) *Trud. fiziol. Lab. Pavlova*, 1944, 11, 64-70.—The present investigation extends the work of F. P. Maiorov, who demonstrated that a weak stimulus protracted into the period of eating acquires a greater efficiency in evoking the conditioned response. Four dogs were involved in the experiment. Each was made to develop two pairs of food-conditioned responses to strong and weak stimuli. In one case, the strong and the weak stimuli were allowed to continue 5 sec. after food was presented; and in the other, the weak and strong stimuli were extended for 30 sec., that is, all the time the dog was eating. In two dogs of the strong type, the conditioned stimulus became more efficient by not discontinuing it until eating was over. In dogs of the weak type, this rule was overshadowed by the lower limit of working capacity of their cortical cells; and with them the inverse relation was observed in some cases, the conditioned stimulus decreasing in strength when prolonged throughout the eating period.—P. Worchel (U. S. Naval Reserve).

1444. Postman, L., & Miller, G. A. Anchoring of temporal judgments. *Amer. J. Psychol.*, 1945, 58, 43-53.—The problem of the present study was to determine whether 'anchoring' effects obtain for temporal scales and, if so, what the characteristics of the

process are. The durations were noises presented to 9 observers in earphones for 250 to 1000 ms. The anchoring durations were 1000, 1150, 1400, and 1500 ms. During an experimental session, the observer was required to make 20 practice judgments in order to become familiar with the range and magnitude of the stimuli; a control series of 100 absolute judgments; and 4 experimental series of 100 judgments each, during which the presentation of each duration was preceded by the presentation of an anchor. In all cases the introduction of the anchor produced a shift in the expected direction; the subjective scale was extended upward, and a decrease in the number of judgments in the higher categories occurred. The anchoring effect was most marked for judgments of the stimulus of 1000 ms, i.e., the closer "a stimulus is to the anchor, the more its relative position is affected by the shift of the scale." In addition to the shift in the scale, a grouping of judgments occurred, i.e., discrimination became less exact. These results are considered theoretically.—D. E. Johannsen (Skidmore).

1445. Tilton, J. W. Gradients of effect. *J. genet. Psychol.*, 1945, 66, 3-19.—Data from a previously reported experiment on the gradient of effect in verbal material (see 13: 4071) are critically analyzed, using a base line eliminating serial position influence from which to measure the spread of effect. Data from all subjects combined showed both backward and forward gradients which were, however, not exactly opposite. On the grounds that individual responses were not the response units being rewarded, data from subjects showing repetition of large, medium, and small blocks of responses were separated. The breakdown of data showed different gradients for the three groups, indicating that possibly some other factor than gradient of effect was operating.—R. B. Ammons (Iowa).

1446. Urbain, A. *Psychologie des animaux sauvages*. (The psychology of wild animals.) Paris: Flammarion, 1940. Pp. 267. Fr. 22.—The various methods of investigating the capacities of wild animals are described, with a review of outstanding observations of many authorities in the field.—(Courtesy *Année psychol.*)

1447. Voeks, V. What fixes the correct response? *Psychol. Rev.*, 1945, 52, 49-51.—The author discusses a report by Perin who had concluded that rate of habit acquisition is an inverse function of the delay-of-reinforcement interval (see 17: 1908). A new interpretation and conclusion are offered: "Learning is not an inverse function of the length of the delayed food interval as such. Learning is, rather, a function of the removal of the animal from the situation following some response. That response consequently is preserved and repeated through prevention of its being unlearned."—M. A. Tinker (Minnesota).

[See also abstracts 1448, 1452, 1464, 1465, 1472, 1500, 1508, 1551, 1564, 1576, 1582, 1584, 1595, 1596, 1597.]

MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

1448. Alpern, E. B., Finkelstein, N., & Gantt, W. H. Effect of amphetamine (benzedrine) sulfate on

higher nervous activity. *Johns Hopk. Hosp. Bull.*, 1943, 73, 287-299.—Amphetamine sulfate administered orally to dogs caused a moderate loss of differentiation in conditioned reflexes (secretory, motor, and autonomic). It increased the conditioned secretion relative to the unconditioned secretion to food, and thus was an excitatory stimulant of the supra-segmental nervous system. The latent period of conditioned secretory responses was shortened, while that of conditioned motor defense reflexes was unaltered or lengthened. The unconditioned secretion to food and the unconditioned sexual reflexes were decreased. The effects on the nervous system began in about $\frac{1}{2}$ hr., reached a maximum in 1-2 hr., and could be detected up to 6 hr. after administration of the drug. There are thus 3 effects: loss of differentiation, excitation of the supra-segmental system, and the possible inhibition of at least part of the segmental or peripheral nervous systems (secretory). Since theoretically each effect may be dominant under various conditions, this is a possible explanation for the variable action of the drug.—M. E. Morse (Baltimore, Md.).

1449. André-Thomas, —. *Equilibre et équilibration*. (Equilibrium and equilibration.) Paris: Masson, 1940. Pp. 567. Fr. 180.—This book considers in detail the principal problems in the field of posture and body balance, noting the difficulties encountered in carrying the data from infrahuman experimentation into human investigations. The first section of the book describes the actions of the muscles involved in equilibratory responses. In the second section are considered the sensory bases of equilibrium, emphasizing the action of the labyrinth. The neural centers (particularly the cerebellum) are the subject of the third part, and the last quarter takes up the matter of the interrelationships among the centers as revealed in pathological studies.—(Courtesy *Année psychol.*)

1450. Arnold, M. B. Physiological differentiation of emotional states. *Psychol. Rev.*, 1945, 52, 35-48.—Cannon's theory of emotions needs revision. Evaluation of recent research leads the author to conclude that there are at least three different physiological states corresponding to three emotions: "fear, with predominantly sympathetic excitation; anger, with strong parasympathetic excitation; and excitement or elation, with moderate parasympathetic activity." Two excitatory states, startle and explosive or epileptoid reactions, are distinguished but are not called emotions. "Neither anger nor fear can be shown to have an emergency function." Suggestions for amending Cannon's theory of homeostasis are given. 56-item bibliography.—M. A. Tinker (Minnesota).

1451. Beach, F. A. Relative effects of androgen upon the mating behavior of male rats subjected to forebrain injury or castration. *J. exp. Zool.*, 1944, 97, 249-295.—The mating responses of 24 male rats with demonstrated preoperative sexual vigor were tested after castration, unilateral hemidecortication, unilateral hemidecortication plus castration, and bilateral decortication with and without castration. If copulation with a receptive female was absent after operation, an average of .5 mg. of testosterone propionate per day was injected until copulation returned or until 20-25 mg. had been administered. Small amounts of the hormone revived the incom-

plete mating responses, which survived 90 days after castration, so that the copulatory reaction returned; ejaculation returned after the administration of larger doses. In some cases androgen, in amounts greater than was required for castrates, was required to restore the mating responses in hemidecorticates. Hemidecorticated castrates showed even less post-operative sexual responsiveness and required still greater amounts of androgen. Complete bilateral decortication with or without castration permanently eliminated copulatory behavior; although the hormone administration led to increased responsiveness, copulation did not occur even after 20 mg. It is suggested that a "central excitatory mechanism" indicates a "copulatory threshold" which is raised or lowered by the presence or absence of testicular hormone.—*L. C. Mead (Tufts)*.

1452. Benton, R. J. The measurement of capacities for learning dance movement techniques. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1944, 15, 137-144.—The capacities of 42 women majoring in physical education in college for learning skill in movement techniques of modern dance were rated on a 6-point scale from exceptional to extremely poor by 3 judges, whose ratings were found to be reliable by average intercorrelations. After a period of homogeneous training, the results of these subjects on tests of motor educability, strength relative to weight, balance, sensory and motor rhythm, and agility were correlated with this criterion. Those tests yielding the highest correlations with the criterion were selected for use in prediction equations. Multiple correlations computed for these selected tests with the criterion showed that, while no one test is sufficient for prediction of this skill, a combination of several tests will show a high correlation with this criterion. Several batteries of such tests and methods for scoring them are given.—*M. Castaldi (Brown)*.

1453. Bitterman, M. E. Electromyographic recording of eyelid movements. *Amer. J. Psychol.*, 1945, 58, 112-113.—*D. E. Johannsen (Skidmore)*.

1454. Browman, L. G. The effect of controlled temperatures upon the spontaneous activity rhythms of the albino rat. *J. exp. Zool.*, 1943, 94, 477-489.—The spontaneous activity of 32 female rats was studied during the first 6 months of life under conditions of controlled light and temperature. With normal animals and temperature constant, the peak of activity occurred in the dark interval of each day; with light constant, the peak of activity was in the cool period of each day. When both light and temperature varied, the peak of activity and onset of oestrus were correlated with the light changes. With constant temperature and constant dark, normal animals maintained the rhythm which previously existed but showed a continuous series of reversals of activity pattern in constant temperature and constant light. Bilaterally enucleated animals showed activity peaks during the daily cool period and proestrus at the end of the cool 12-hour period; if temperature remained constant, they were not affected by varying light, constant light, or constant dark. It is concluded that the normal nocturnal spontaneous activity rhythm and oestrus cycle of the albino rat are dependent upon the concomitant daily variation of both light and temperature.—*L. C. Mead (Tufts)*.

1455. Burley, L. R. A study of the reaction time of physically trained men. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1944, 15, 232-239.—The reaction times to simple and complex visual stimuli were determined for the following groups of college men: non-letter winners, high-school letter winners, football linemen, football backs, basketball men, baseball men, and swimmers. It was found that all individuals reacted more slowly and more variably to the complex stimuli. A comparison of the groups showed that baseball and basketball men were not significantly excelled by any group in speed of reaction time, nor had any group a smaller mean variability. In speed or variability of reaction time, football backs were excelled but once; football linemen, twice; high-school letters winners, 15 times out of the possible 24 instances in which they could have been excelled had they always been significantly surpassed by all groups.—*M. Castaldi (Brown)*.

1456. De Jong, H., & Brooks, W. Oscillographic studies of bulbo-capnine-tremor and catalepsy in macacus rhesus. *J. comp. Psychol.*, 1945, 38, 43-46.—"Tremor in experimental catatonia induced by bulbo-capnine in a macacus rhesus was studied. Although the rate of the tremor pointed to an involvement of the basal ganglia, it was emphasized that this fact is insufficient to permit an identification of the picture of bulbo-capnine intoxication with the Parkinson syndrome. Essential differences from the latter exist and only identification with the human catatonic syndrome accounts for all the symptoms induced by bulbo-capnine in the animal series. Electromyography by means of the ink-writing oscillograph confirmed the conception of active immobility of the cataleptic muscles."—*L. I. O'Kelly (U. S. Army)*.

1457. Denslow, J. S. An analysis of the variability of spinal reflex thresholds. *J. Neurophysiol.*, 1944, 7, 207-215.—Records were made of spinal extensor muscle action potentials which were reflexly produced by applying moving pressure of known amounts to the spinous processes of man. The thoracic, lumbar, and first sacral processes were investigated on each side. The threshold is relatively constant in given subjects, but greater variability is found between spinal levels and from side to side. The mean threshold is significantly higher on the left side, although no reason for this was evident. "In the absence of organic disease of neuromuscular and other systems, reflex threshold levels might provide a neurologic index of the organism's efficiency in coping with mechanical weaknesses and with environmental stresses."—*T. G. Andrews (Chicago)*.

1458. DiGiovanna, V. The relation of selected structural and functional measures to success in college athletics. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1943, 14, 199-216.—Eight hundred thirty-six college men, participating in baseball, basketball, football, gymnastics, tennis, and track and field, were divided into groups according to type of sports and the number of varsity squads of which each was a member. The test items selected for study were (1) structural measures referring to a group of skeletal and girth measurements of the human body and (2) functional measures as interpreted in terms of muscular strength and power, with "strength" referring to the ability of the major muscle groups to overcome

resistance as measured by dynamometers and "power" referring to the effective application of this strength. As compared with the average student, athletes in all sports studied, excepting tennis, showed substantial differences, and there were definite types or patterns of factors in individuals who tended to succeed in various college sports and athletic groups. Conformity to a normal pattern in these factors is nonconductive to success in athletics.—*M. Castaldi* (Brown).

1459. Eccles, J. C. Investigations on muscle atrophies arising from disuse and tenotomy. *J. Physiol.*, 1944, 103, 253-266.—This is a study, in 30 cats, of disuse atrophy in innervated muscles of the hind leg kept completely inactive by section of the upper lumbar cord and all dorsal roots below that level. The ankle flexors and extensors atrophied to about 60% of normal in 3 weeks, and the tetanic contraction tension per unit weight decreased greatly. Daily artificial stimulation largely prevented atrophy of the flexors, but not of the extensors. The shorter the muscle during stimulation, the less effective is stimulation in preventing atrophy. Hence stimulation is least effective in tenotomized muscles. The effect of length on disused and artificially stimulated muscle is discussed. The longer the flexor, the better the maintenance of weight; but the greater effectiveness of stimulation in maintaining the weight of flexors as compared with extensors depends on factors other than their relative lengths. Disuse atrophy is best counteracted by allowing the muscle to shorten during contraction, i.e., by strong voluntary contractions with movements. The insidious onset of reflex activity, as spinal shock passes off, accounts for regression of atrophy.—*M. E. Morse* (Baltimore, Md.).

1460. Efimov, V., & Demidov, A. Changement de rythme du sommeil et de la veille chez les animaux sous l'influence de la lumière et du son d'après les actogrammes et l'enregistrement des mouvements des paupières. (Alteration in the sleeping and waking rhythm in animals under the influence of light and sound as studied by actograms and the recording of eyelid movements.) *Bull. Biol. Méd. exp. URSS.*, 1939, 7, 392-396.—Dogs, pigeons, and roosters were used as subjects in this experiment. Inasmuch as the waking animal frequently remains motionless, eyelid movement is a more accurate criterion of wakefulness than is general movement. Light decreases significantly the relative duration of sleeping and lowers the threshold of response to sound.—(Courtesy *Année psychol.*).

1461. Grace, M. E. An analysis of certain factors in the gait of college women. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1943, 14, 294-309.—Judges rated on a 6-point scale (from very poor to excellent) the gait of 101 Wellesley college freshmen from motion pictures showing front, back, and side views of their customary manner of walking. Correlations between the gait grade and independently measured variables, such as standing posture, motor ability, height of the center of gravity, location of the center of gravity in the antero-posterior plane, iliac difference, center of gravity/height, are so small that they have little predictive value. Further analysis of the motion pictures showed that those characteristics which differentiate among good, medium, and poor gait are relaxation, alignment, poise, position of the shoulders

and elbows, position of the head, strength of the push-off, pelvic inclination, and leg swing from hip.—*M. Castaldi* (Brown).

1462. Greenacre, P. Urination and weeping. *Amer. J. Orthopsychiat.*, 1945, 15, 81-88.—Observing certain interrelations between urination and weeping, the author traces this relation in the successive stages of the child's early development. Greater susceptibility to early enuresis in the boy than in the girl may in part be explained by the restriction on weeping which is often borne down on a boy just at the time he is achieving urinary control. On the other hand, neurotic feminine weeping may be derived from penis envy or a struggle about urination in the infantile period.—*R. E. Perl* (New York City).

1463. Gundlach, R. H., Chard, R. D., & Skahen, J. R. The mechanism of accommodation in pigeons. *J. comp. Psychol.*, 1945, 38, 27-42.—As a result of direct measurement of corneal changes, the authors believe the chief factor involved in accommodation to be changes in the corneal curvature. The pigeon cornea shows a range of accommodation of approximately 17 diopters. There was little evidence to indicate that accommodation is accompanied by any but minimal changes in the lens. "In accommodation for near vision the ciliary muscles contract and . . . have two primary consequences. One of these is to increase the tension on the cornea and sclera; and the other, coming from the fibers of Müller's muscle, provides a ring of pressure directly behind the middle of the scleral plates and at the base of the cornea."—*L. I. O'Kelly* (U. S. Army).

1464. Howells, T. H. The obsolete dogmas of heredity. *Psychol. Rev.*, 1945, 52, 23-34.—The nature-nurture dilemma is not a consequence of a shortage of relevant evidence. Available facts about heredity have not been assimilated and utilized. The author presents 14 statements on the problem. Each is evaluated as either true or false. Supporting argument is given for each evaluation. Learning is held to play a necessary part in all behavioral growth. The basic problem is not nature vs. nurture, but nature and nurture. The writer suggests that *ease of learning* be substituted for *development without learning* as a criterion of hereditary influence.—*M. A. Tinker* (Minnesota).

1465. Lahy, B. Influence de teneurs déterminées d'alcool dans le sang sur certaines fonctions mentales et psychomotrices. (The influence of known amounts of alcohol in the blood upon certain mental and psychomotor functions.) *Année psychol.*, 1942, 40, 207-211.—Seven hungry subjects were given absolute alcohol in water in amounts calculated to produce concentrations in the blood of either 0.5% or 0.1%. The following tests were given 3 times at 30-minute intervals: simple auditory reaction time, recovery reaction time, concentrated attention, disarranged figures, concentrated attention for manual reactions, independent control of the two hands, and strength of grip. After ingestion of alcohol, reaction time became slower and less regular, responses in the test of concentration were slower and less accurate, mental work was less well organized, and errors increased in the test requiring concentration upon manual responses.—*F. W. Finger* (Virginia).

1466. Moelk, M. Vocalizing in the house-cat; a phonetic and functional study. *Amer. J. Psychol.*, 1944, 57, 184-205.—The author recorded phonetically the vocalizations of a mature female house-cat over a period of some 5 years. Observations were also made on 21 kittens, from birth through the 79th day. The sounds produced are divided into 3 main classes: (1) murmurs (sounds made with a closed mouth); (2) basic vowel patterns (mouth open, then gradually closed); and (3) sounds made when the mouth is held tensely open in one position. The situations which induce these different patterns are described, and the use made by the cat of vocal noises is discussed. It is concluded that a cat's vocalizing is not symbolic in the sense of a language, but is rather a somatic response which has a functional relation to certain situations in the cat's life.—D. E. Johansson (Skidmore).

1467. Pletnev, A. Sur la faim, l'appétit et le rassasiement. (Hunger, appetite, and satiety.) *Bull. Biol. Méd. exp. URSS*, 1939, 8, 244-247.—The force, rhythm, frequency, periodicity, and duration of periods of pecking of roosters were recorded. Force was found to be minimal at the beginning and end of the periods, frequency remaining constant (3.7/sec.). The duration of the periods varied only with satiety: for periods of fasting of 3, 6, 8, 24, and 48 hr., the periods of pecking were 1, 9, 16, 26, and 46 min., respectively.—(Courtesy *Année psychol.*).

1468. Sandow, A. The effect of activity on the latent period of muscular contraction. *Trans. N. Y. Acad. Sci.*, 1945, 7, 78-70.—Abstract.

1469. Scharrer, E., & Scharrer, B. Neurosecretion. *Physiol. Rev.*, 1945, 25, 171-181.—The authors discuss the established facts concerning neurosecretory cells, especially in man and mammals, and the functional significance of neurosecretion. Nerve cells which have acquired a glandular character are common in invertebrates and vertebrates. In the latter they occur chiefly in the diencephalon and hypothalamus. The secretion appears to originate in connection with the Nissl bodies and is discharged, at least partially, along the axon. If it can be demonstrated that neurosecretory cells produce active substances, neurosecretion will signify not only visible secretion but also the production of physiologically active substances by the same cells which elaborate granules. In insects, the neuroendocrine mechanism is concerned with hormonal control of development; in vertebrates, the hypothalamo-hypophyseal system might similarly account for sustained, as for instance seasonal, changes of pituitary activity. 67 references.—M. E. Morse (Baltimore, Md.).

1470. Selling, L. S., & Ferraro, M. A. S. The psychology of diet and nutrition. New York: Norton, 1945. Pp. 192. \$2.75.—A psychiatrist and a dietitian collaborated in dealing with such problems as arise in feeding children, dieters, faddists, and the sick, as well as with certain phases of institutional and group feeding. The need for further education of the public in nutritional matters, especially by the development of food clinics, is emphasized.—D. K. Spelt (Mary Baldwin).

1471. Thomas, C. B. Experimental hypertension from section of moderator nerves: relationship of the acute pressor response to the development and

course of chronic hypertension. *Johns Hopk. Hosp. Bull.*, 1944, 74, 335-377.—This is a study of the mechanism, characteristics, and course of hypertension in dogs after section of the aortic and carotid sinus nerves. Blood pressure and cardiac rate are normally higher in tense, undemonstrative dogs (pressor hyperreactors) than in friendly, playful animals. After removal of the moderator mechanism, the sympathetic medullary centers are subjected to a barrage of impulses which are normally inhibited. The acute pressor response passes into chronic hypertension, characterized by paroxysmal unpredictable rises which, however, do not change the dog's behavior, temperament, or health. The condition, similar to many cases of human hypertension, may persist for years. It permits study of the significance of these impulses, which are insufficient to disturb the dog's composure yet are reflected in the arterial pressure and cardiac rate. There is no evidence that any humoral (renal) mechanism is concerned in neurogenic hypertension; it is essentially reflex.—M. E. Morse (Baltimore, Md.).

1472. Wallace, G. B. [Chm.] The marihuana problem in the City of New York; sociological, medical, psychological and pharmacological studies. Lancaster, Pa.: Jaques Cattell, 1944. Pp. xii + 220. \$2.50.—Specialists, appointed in 1938 by the mayor of New York City, here report the results obtained from socioecological, general medical, neuropsychiatric, pharmacological (especially organic chemistry and bio-assay phases), and psychological studies of marihuana. The last-named section employed clinical methods as applied (before-, during-, and after-drug periods) under hospital conditions to 77 volunteer penitentiary inmates, 48 of whom had earlier been habitual users. Drug administration was either by smoking or in extract form by mouth. Selected and illustrative findings follow: (1) ataxia, tremors, and slowed complex reaction times are present during period of drug's effect; (2) marihuana is not a specific sex stimulant; (3) no direct relationship exists between drug ingestion and crimes of violence; (4) a slight, temporary, deleterious effect upon accuracy and speed of mental work and learning is revealed with the greatest decrement in problems involving number concepts; (5) basic personality structures remain unchanged, although the subject, while drugged, is euphoric, more talkative, ideationally self-confident, disinhibited, less aggressive in action; (6) neither true addiction nor tolerance is apparent; (7) sex differences are negligible. Possible therapeutic value of marihuana is considered.—L. A. Pennington (U. S. Naval Reserve).

1473. Wilbur, E. A. A comparative study of physical fitness indices as measured by two programs of physical education: the sports method and the apparatus method. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1943, 14, 326-332.—Two groups of college freshmen were tested for improvement in physical fitness after having received training by different methods, the sports method and the apparatus method. The sports method embraces a program of instruction and participation in all of the following activities: boxing, wrestling, track and field, soccer, and swimming; and the apparatus method refers to a formalized program consisting of equal amounts of

work on the following equipment: parallel bars, tumbling mats, climbing ropes, horizontal ladder, Swedish vaulting box, side horse, horizontal bars, and the ring. Both methods are equal in improving speed of legs, jumping or leg strength, arm and shoulder girdle co-ordination, and endurance. The sports method was superior to the apparatus method in improving arm and shoulder girdle strength, body co-ordination, agility, and control, and in improving physical fitness in general.—*M. Castaldi* (Brown).

1474. Zilboorg, G. Affects, personal and social. *Psychoanal. Quart.*, 1945, 14, 28-45.—A systematic discussion is offered of affects as expressive of purely personal significances, of purely social significances, and as expressive of a combination of personal and social reactions. The interrelation of personal and social affects, their differentiation, the differences that exist between individual and group reactions stemming from the same sources, and the general characteristics of affects, social and personal, are discussed in detail.—*M. H. Erickson* (Eloise Hospital).

[See also abstracts 1379, 1393, 1397, 1401, 1406, 1407, 1410, 1414, 1416, 1417, 1432, 1440, 1441, 1485, 1492, 1494, 1497, 1508, 1561, 1590, 1604.]

PSYCHOANALYSIS, DREAMS, HYPNOSIS

1475. Baird, A. T. [Ed.] One hundred cases for survival after death. New York: Bernard Ackerman, 1944. Pp. 224. \$3.00.

1476. Bergler, E. On a five-layer structure in sublimation. *Psychoanal. Quart.*, 1945, 14, 76-97.—After a brief survey of the essential points in the literature and the presentation of excerpts of 4 clinical examples, the author concludes that in every sublimation a five-layer structure may be found. The first layer is the result of a conflict and is not a primary id wish. The second layer constitutes a superego reproach against the original conflict. The third is a defense against that conflict. The fourth is again a superego reproach against the defense. The fifth layer is a compromise and only that compromise is sublimated. The driving force behind sublimation is the tenacity of the original conflict, and its energy stems from aggression, narcissism, and childlike megalomania. Hence, sublimation contains elements of spiteful defiance, irony, and hypocrisy directed against the superego, and pleasure is derived from outwitting the superego.—*M. H. Erickson* (Eloise Hospital).

1477. Daumézon, G., & Gusdorf, G. *Ecriture en miroir du membre fantôme gauche d'un amputé délirant. Considération sur le mécanisme hallucinatoire.* (Mirror writing by the left phantom limb of a psychotic. Discussion of the hallucinatory mechanism.) *Ann. méd.-psychol.*, 1939, 15, 278-284.—A patient, whose left arm had been amputated and who suffered from delusions of influence, reported that his missing hand was being forced to write incomprehensible material. The material, moreover, appeared to be mirror writing. The reaction is interpreted as being a kinesthetic hallucination; it took the form of mirror writing because the hallucination was of an active nature (i.e., the left arm actively moved away

from the body rather than passively falling toward the body as it wrote).—(Courtesy *Année psychol.*).

1478. Federn, P. A dream under general anesthesia. Studies in ego-cathexis. *Psychiat. Quart.*, 1944, 18, 422-438.—The author describes and discusses a personal dream experience under nitrous oxide anesthesia. He discusses factors influencing dream content with particular emphasis on the role of the ego. The schizophrenic ego suffers from the same feebleness of cathexis as the dream-ego in usual sleep. If we learn to make permanent recathexis of the ego, "schizophrenia will be healed; for all psychosis bears primarily on ego-cathexis."—*E. B. Brody* (Yale).

1479. Loewenstein, R. M. A special form of self-punishment. *Psychoanal. Quart.*, 1945, 14, 46-61.—Clinical material is cited to illustrate a special type of interplay between the superego forces and the id drives by which self-punishment in the form of suffering is achieved by the superego through arousing a repressed instinctual drive, a dynamic process in marked contrast to the causation of pain by ego defenses against id drives.—*M. H. Erickson* (Eloise Hospital).

[See also abstracts 1480, 1492, 1508, 1589.]

FUNCTIONAL DISORDERS

1480. Bergler, E. The problem of frigidity. *Psychiat. Quart.*, 1944, 18, 374-390.—Four theories of frigidity are discussed, and eight symptomatic types described. Three case histories are presented and analyzed. Frigidity is considered to be a symptom of a neurosis, curable analytically, the prognosis depending upon the depth of the regression.—*E. B. Brody* (Yale).

1481. Blockman, N., & Klebanoff, S. G. The role of rural socio-cultural factors in the functional psychoses. *Psychiat. Quart.*, 1944, 18, 301-311.—Schizophrenics tended to migrate from urban to rural areas where they were able to adjust with less difficulty, in contrast to manic-depressive types who were not able to shoulder the degree of isolation and the burden of gossip common in rural environments. Sexual preoccupations were dominant in the psychotic content of rural schizophrenics; religious motives, in that of urban patients. In the manic-depressive and involuntal types, guilt ideas were more prominent in rural than urban patients. The possibility of a relationship between rural social patterns and the nature of the psychotic content was discussed. There is an appendix including the questionnaire used to determine the patients' evaluation of their socio-cultural backgrounds.—*E. B. Brody* (Yale).

1482. Burling, T. Community obligation. *Ment. Hyg. News, Conn.*, 1944, 21, August.—Abstract.

1483. Cleckley, H. Semantic dementia and semi-suicide. *Psychiat. Quart.*, 1942, 16, 521-529.—The author describes the "so-called psychopathic personality" as an individual who has little or no emotional reaction (in the ordinary sense) to the general business of living, but who is able to react verbally as if he understands and appreciates ordinary human values, although these are inaccessible to him. This is considered as a disorder at the semantic level—"the

level of evaluating and of experiencing life as a totally integrated organism." Failure to function at this level provokes regression which is expressed in a drive toward self-destruction at the personality or cultural level. This is called semi-suicide.—E. B. Brody (Yale).

1484. Cobb, S. Review of neuropsychiatry for 1944; neurosis and the war. *Arch. intern. Med.*, 1945, 75, 65-71.

1485. De Jong, H. Experimental catatonia in rats produced by centrifugation. *J. comp. Psychol.*, 1945, 38, 17-26.—Results are reported of centrifuging rats for differing periods of time and at different speeds. Correlated with the increasing strength of these variables were a series of psychomotor symptoms, i. e., "catalepsy and negativism starting at the lowest dosage and the same phenomena, sometimes with the addition of hyperkinesia on increasing the dosage." Higher dosages produced catatonic symptoms, convulsive seizures, and death. Postmortem study of the brains showed hyperemia and hemorrhages at various loci inside and outside the brain.—L. I. O'Kelly (U. S. Army).

1486. Dershimer, F. W. Employing the psychoneurotic. *Ment. Hyg. News, Conn.*, 1944, 21, August.—Abstract.

1487. Deutsch, F. The psychoneuroses in wartime. *Ment. Hyg. News, Conn.*, 1944, 21, August.—Abstract.

1488. Fitz-Simons, M. J. The search for schizoid personalities. *Ment. Hyg. Bull., Mich.*, 1944, 3, 7-12.

1489. Gillespie, R. D. Psychological medicine. *Practitioner*, 1944, 153, 297-301.—Recent advances in psychological medicine have been concerned with practical types of treatment which are physical in concept. These have produced results exceeding anything considered possible a few years ago. In the psychological field, there have been no such outstanding advances. Gillespie reviews briefly insulin coma, convulsive therapy, narco-analysis, the application of electroencephalography to psychiatry, job analysis, assessment of temperament, and Rorschach and thematic apperception tests.—M. E. Morse (Baltimore, Md.).

1490. Golant, R. J., Andreev, V. P., & Luria, L. R. [Clinical groupings of psychoses and psychical disturbances, chiefly in closed traumatic affections of the brain.] *Neuropat. Psikhiat.*, 1943, 12, No. 6, 25-33.

1491. Gralnick, A. Psychotherapeutic and interpersonal aspects of insulin treatment. *Psychiat. Quart.*, 1944, 18, 179-196.—Although the exact physiological role of insulin in the treatment of schizophrenia is unknown, it sets the stage for a very special type of interpersonal relations, the only procedure in hospital practice which affords such a prolonged contact between therapist and patient. The diversity of results makes it probable that the treatment is fruitful because of psychological reasons. This aspect, however, has been neglected. Gralnick describes his method which consists essentially in establishing a rational relationship with the patient before beginning treatment, treating him as an independent person, securing acceptance of the treatment, and giving him an active role in it. The

therapist gives him constant individualized psychological attention. If the patient cannot establish a good relationship even under these conditions, he has withdrawn beyond the therapist's reach, and the treatment fails. The main task at present should be the study of the mental factors in the therapeutic situation. As this is accomplished, the psychological etiology of schizophrenia will unfold, and eventually the prophylaxis.—M. E. Morse (Baltimore, Md.).

1492. Greenacre, P. Pathological weeping. *Psychoanal. Quart.*, 1945, 14, 62-75.—Clinical observations are reported on certain forms of pathological weeping, in which the weeping was apparently related to childhood disturbances of urination. Two cases, one of the 'shower' and the other of the 'stream' type, are presented in general outline to demonstrate the salient differences in the two types, and a question is raised of the psychosomatic implications of the extravasation of water as an aggressive defense, whether in the form of channelized excretion or in the form of transudations.—M. H. Erickson (Eloise Hospital).

1493. Halliday, J. L. Psychosomatic medicine and the rheumatism problem. *Practitioner*, 1944, 152, 6-15.—It is insufficiently recognized that psychoneurotics not infrequently develop a complex which includes aches, stiffness, or limitation of motion as an outlet for deep-seated resentment, hostility, frustration, or angry negation which cannot be expressed by muscular action. The site is determined by organ inferiority, identification or symbolism, and both emotional stress and somatic predisposition are etiologically important. Workers in cold or damp places usually develop rheumatism only during times of emotional strain, or they have had previous psychosomatic symptoms. The rheumatic personality types are: the reserved, conscientious, outwardly calm; the self-important, opinionated, with an underlying need for dependence, temporarily secured by massage; the athletic who have sustained a blow to physical prestige; those unduly sensitive to threats to security; and the upright, self-righteous who have suffered genuine calamities.—M. E. Morse (Baltimore, Md.).

1494. Hirschfeld, M. Sexual anomalies and perversions; physical and psychological development and treatment. London, New York: Francis Aldor, Emerson Books, 1944. Pp. 630. \$4.95.—First published in a limited edition of 1,200 copies in England, this authorized translation, constituting a summary of the author's life work, is now reissued for restricted sale to qualified persons. Book I (2 chapters), Normal Development of Sexuality, covers the physical and the psychological foundations of sexuality. Book II (4 chapters), Irregular Sexual Development, discusses quantitative irregularities of development, castration, infantilism, and hypererotism. Book III (9 chapters), Deflections of the Sexual Impulse, discusses autoerotism, hermaphroditism, androgyny, transvestitism, and the varieties, causes, and diagnosis of homosexuality. Book IV (8 chapters), Sadism and Masochism, discusses sexual aberrations arising from fixations on component impulses, particularly sadism and masochism, sexual murder, and necrophilia. Book V (5 chapters), Other Partial Impulses, discusses kinds and varieties of fetishism,

exhibitionism, and scopophilia. Much clinical and anecdotal material is cited.—*M. H. Erickson* (Eloise Hospital).

1495. Katzenelbogen, S. *Dementia praecox; formulation by Kraepelin, Bleuler and Meyer.* *Psychiat. Quart.*, 1942, 16, 439-453.—Kraepelin and Bleuler agree that the basis of the disease is a metabolic organic process. Bleuler, however, believes that the prime feature is a loss of coherence in normal association of ideas and that there is a splitting of personality determined by complexes. Because of this, he prefers the term schizophrenia to the term dementia praecox which was adopted by Kraepelin from Morel. Kraepelin considered impairment of volition to be the most significant disorder. Meyer, who prefers the term parergasia, in the sense of the psychological connotation of schizophrenia, favored an explanation of the disease on the basis of conflicts of complexes (as formulated by Freud and Jung) with inability to adjust to life situations, and stressed the importance of habit training. Kraepelin's clinical description of the disease remains the classical model, and there is essential agreement as to the course. Kraepelin also emphasized the prepsychotic personality traits of his patients, while specifying that persons with such peculiarities do not necessarily become ill. His description of these peculiarities fits into that of Bleuler's schizoid personality.—*E. B. Brody* (Yale).

1496. Klopfer, B. *Is inclination to mental disease within a population group a "racial" factor?* *Psychiat. Quart.*, 1944, 18, 240-272.—This is a statistical study of the frequency of senile psychosis, cerebral arteriosclerosis, general paresis, manic-depressive psychosis, and schizophrenia among Italian, Irish, and German immigrants and their descendants in New York State and Massachusetts. It is based on the annual average of first admissions to mental hospitals from 1929 to 1931. Previous statistics are misleading because of neglect of the age factor in mental diseases and the effect of urban-rural differences. The present results show no consistent behavior among the different national groups toward these diseases in two succeeding generations. The only obvious trend is toward the expected rates among the general population of these states. The conclusion is that the differences between the whole life situation of the foreign-born and native-born and the assimilative powers of the common new environment are much more important for the frequency of mental disease than membership in a certain nationality group. Speculations in immigration policy based on a different biological value of different nationalities as determining the behavior of the following generations find no support in the actual distribution of mental diseases.—*M. E. Morse* (Baltimore, Md.).

1497. Lewis, A. *The psychological aspects of indigestion.* *Practitioner*, 1944, 152, 257-260.—*M. E. Morse* (Baltimore, Md.).

1498. Miyagi, O. [Morbid nirvanism or the loss of ability to differentiate the subjective from the objective.] *Jap. J. exp. Psychol.*, 1939, 5, 5-7.—The loss of subjective-objective differentiation is described as found in two schizophrenics, who do not, however, suffer from feelings either of depersonaliza-

tion or unreality. It is suggested that this may represent a regression to the infantile state. French summary.—(Courtesy *Année psychol.*).

1499. Naumburg, M. *The drawings of an adolescent girl suffering from conversion hysteria with amnesia.* *Psychiat. Quart.*, 1944, 18, 197-224.—Naumburg discusses a series of abstract drawings made by a 15-year-old girl in the art class of a mental hospital, which are significant from several standpoints. They parallel closely the problems dealt with by the psychiatrist; the original and symbolic use of color and abstract form throws light on the behavior pattern of the patient's illness, and the drawings contain recurrent archetypal symbols of which she remained completely unconscious. The series shows the process by which her unconscious was gradually released through the symbolic speech of art. She had never showed awareness of or interest in any form of modern abstract art, but she had a love of color and a feeling for rhythmic bodily movement. The drawings were made spontaneously and rapidly with consistent opposing use of rhythmic movements and repetitive color symbolism. Illustrations are given, with the patient's comments.—*M. E. Morse* (Baltimore, Md.).

1500. Pollock, H. M. *Mental disease among mental defectives.* *Amer. J. Psychiat.*, 1944, 101, 361-363.—The author states, with substantiating data, that the general rate of incidence of mental illness is higher among subnormal persons than among the general population, the data indicating that the rate of mental disease declines as the degree of intelligence advances. If we were intelligent enough we might, according to the author, escape mental disease altogether.—*J. E. Zerga* (Walt Disney Productions).

1501. Powdermaker, F. *Rehabilitation of merchant seamen.* *Ment. Hyg. News, Conn.*, 1944, 21, August.—Abstract.

1502. Redlich, F. C. *Practical aspects of psychoneurosis.* *Ment. Hyg. News, Conn.*, 1944, 21, August.—Abstract.

1503. Richardson, H. B. *Patients have families.* New York: Commonwealth Fund, 1945. Pp. xviii + 408. \$3.00.—This book, constituting a presentation of the problems of family adjustment in relation to the maintenance of health and the treatment of illness, is based upon the concept of the individual as a member of a family in a community setting. The roles of the family and the individual in influencing each other and the interrelationships existing between the individuals within the family and in association with the general community setting are explored for their various significances upon health and illness for both the family and the individual. Part I (5 chapters) discusses the family as seen from the hospital and other points of view, the family as the unit of illness, and the problems of family equilibrium. Part II, which deals with the family as the unit of treatment, covers the family practitioner, problems of co-operation between physician and psychiatrist, and relationships between the family unit and case workers and public health nurses. Part III considers the family in war time and the family unit in hospital practice and medical teaching and in relation to research. Appendices are given showing

in detail the data, concepts, and methodologies employed in this study, detailed examples of professional techniques utilized, progress notes on some of the families, and a glossary of terms.—*M. H. Erickson* (Eloise Hospital).

1504. Robinson, G. C. Proper attention to the role of emotional and social factors in illness as a new step in public health. *Johns Hopk. Hosp. Bull.*, 1944, 74, 259-265.—Sixty-five per cent of dispensary and ward patients in the medical service of the Hopkins Hospital were confronted with adverse social conditions directly related to their illness, which caused emotional disturbance in over 50% and were the major precipitating cause of the illness in 36%. These conditions are especially liable to be overlooked in organic disease. An emotional and social study of the patient directs attention to preventive medicine, public health, and industrial or school hygiene. If consciousness of emotional fatigue or beginning social incapacity were recognized as a reason in itself for seeking medical treatment, there would be less illness, fewer personality disorders, and less self-medication. On the other hand, patients often express dissatisfaction with mechanical medical care and a desire for a deeper understanding of their personal problems.—*M. E. Morse* (Baltimore, Md.).

1505. Simpson, H. J. Pastoral care of nervous people; an elementary handbook. New York: Morehouse-Gorham, 1945. Pp. 205. \$2.25.

1506. Snyder, L. H., Schonfeld, M. D., & Offerman, E. M. The Rh factor and feeble-mindedness. Studies in human inheritance. XXVI. *J. Hered.*, 1945, 36, 9-10.—An abnormal distribution of Rh factor was found by Yanett and Lieberman in a group of 56 undifferentiated mentally deficient children as compared with 87% Rh positive and 13% Rh negative in the general population. More than twice the expected 8% of Rh+ children from Rh—mothers (or 19%) was disclosed. This proportion of more than double the expected frequency is confirmed by a study of 66 mothers and their 68 feeble-minded children. This suggests that an appreciable portion of feeble-mindedness is caused by Rh immunization and tends to explain some of the isolated cases of undifferentiated feeble-mindedness in highly intelligent families as well as the occasional production of normal offspring by two feeble-minded parents.—*G. C. Schwesinger* (War Relocation Authority).

1507. Tidy, H. Peptic ulcer. *Practitioner*, 1944, 152, 197-203.—Peptic ulcer first came into prominence between 1820 and 1840. It was practically confined to young women, was acute, and either perforated or healed. This type has now become almost extinct. In the second half of the century, chronic gastric ulcer and duodenal ulcer were diagnosed with increasing frequency and usually affected males. No change was noted during World War I, either among soldiers or civilians, but between the two wars it increased greatly. Recurrences rather than new developments accounted for much of the increase. According to the journals accessible, German experience since the beginning of the century has paralleled the English. The incidence is much higher among nonfighting than among fighting troops.—*M. E. Morse* (Baltimore, Md.).

1508. Tumin, L. [An experimental contribution to the study of psychic changes in postencephalitic Parkinsonism.] Bucharest: Dissertation, 1939. Pp. 48.—The patients' reaction were investigated in terms of psychogalvanic response, the Rorschach test, and tests of attention, intelligence, and suggestibility. Affectivity was shown to be decreased (slow and small PGR deflection), the powers of attention were subnormal, and intelligence loss was characterized by changes in comprehension, criticism, and invention. The responses on the Rorschach pointed to a regression in the kinesthetic function, a weakening of the chromatic disposition, and a lowered excitability of the subcortical centers. The findings are interpreted according to the theoretical formulations of Jonesco-Sisesti and Copelman. French summary.—(Courtesy *Année psychol.*).

1509. Wechsler, I. S. The neurologist's point of view; essays on psychiatric and other subjects. New York: Fischer, 1945. Pp. 251. \$3.00.—As indicated by the subtitle, these critical discussions range over a wide variety of topics, having originally appeared in numerous books and journals published during the last two decades. Several papers are concerned with anti-Semitism and racial psychology. Two essays are devoted to the discussion of a famous modern Hebrew physician (Freud) and one to a less well known predecessor by 800 years (Maimonides). The problems and prevention of mental diseases and their importance to society are reviewed in three separate articles. The colonization problems in Russia and Palestine are also discussed. The final chapter is a 56-page history of psychiatry.—*C. E. Henry* (U. S. Naval Reserve).

[See also abstracts 1382, 1456, 1462, 1470, 1477, 1501, 1547, 1552, 1553, 1586, 1589, 1602.]

PERSONALITY AND CHARACTER

1510. Bradley, D. J. Your problem—can it be solved? New York: Macmillan, 1945. Pp. vi + 213. \$2.00.—This is a book of advice addressed to those who feel the need of outside help in meeting the difficulties of life. Typical problems are discussed, and ways of approaching solution are analyzed. Most of the problems presented are ethical in essence, and the role of religion in their solution is assayed in non-sectarian terms.—*S. B. Williams* (U. S. Naval Reserve).

1511. Cattell, R. B. The description of personality: principles and findings in a factor analysis. *Amer. J. Psychol.*, 1945, 58, 69-90.—"To obtain an undistorted view of the most important factors descriptive of personality, it is quite as important to begin the factor analysis with a sound sample of variables as with a sound sample of the population. The former is achieved by means of a technique of obtaining what is called the 'personality sphere.' The method requires that the first factor analysis in any realm be founded on variables which are verbally defined . . . and later transferred to tests designed to operate within the framework of factors first discovered. A centroid analysis, carried out on a population of 208 mature adult men, of diverse occupations, and a set of 35 personality variables, yielded twelve factors. The principles of rotation for obtain-

ing psychologically real *source traits* are discussed, and a new *method of parallel proportional profiles* is propounded. In the absence of ancillary data necessary for this method, the factors were rotated for simple structure, which was sufficiently achieved. A rotated factor matrix, a matrix of direction cosines for the somewhat oblique factors, and a provisional labelling of the factors are given. The interpretation of their nature is deferred to a subsequent paper.—*D. E. Johannsen* (Skidmore).

1512. **Hacker, F. J.** *The concept of normality and its practical significance.* *Amer. J. Orthopsychiat.*, 1945, 15, 47-64.—After discussing the various social, philosophical and biological definitions of psychological normality, the author formulates the essential criteria as (1) how the individual functions as a unit according to its own inner laws and (2) how far the various inner drives and stimuli received from the outside world are integrated within the personality. The important consequence of this definition of normality is that the therapeutic aim and thus the function of the therapist change from case to case. Three cases are presented to illustrate this concept.—*R. E. Perl* (New York City).

1513. **Linton, R.** *The cultural background of personality.* New York: Appleton-Century, 1945. Pp. xix + 157. \$1.50.—The interaction of the individual with his society and culture is responsible for the formation of most of his behavior patterns. Socialization is based on the rewarding of behavior which approximates the culture pattern and the punishing of deviant behavior, a process in which favorable and unfavorable responses from others are the most frequent incentives. Variations in response to a definite situation normally fall within a limited series of behaviors which constitute a real culture pattern. The anthropologist determines the mode within the series and calls this abstraction the culture construct pattern. An approximate summary of the real culture is given by the culture construct, consisting of all the culture construct patterns. The individual participates in the culture patterns ascribed to him on the basis of his status in various systems of classification and organization, particularly the age-sex and family systems. The personality is viewed as an organized core of habits surrounded by a fluid zone of newly acquired responses. Initial response in a new situation develops primarily through imitation of a behavior pattern already developed by other members of the society. The influences which culture exerts on the developing personality are of two sorts: (1) those derived from culturally patterned behavior toward the child, like child-care techniques, crucial in the early establishment of the generalized value-attitude systems which form the deeper levels of personality, and (2) those continuing throughout the individual's life and derived from his observation of, or instruction in, patterns of behavior characteristic of his society.—*V. Noulis* (Indiana).

1514. **Piéron, Mme. H.** *La détermination de certains traits de caractère par emploi d'un test de complètement.* (The determination of certain character traits by means of a completion test.) *Année psychol.*, 1942, 40, 212-216.—A selection was given to 189 girls and 123 boys (16-20 years of age), from which 20 words were missing, with instructions to fill

the blanks correctly. The tests were then examined and scored without marking the original sheets. At the next session the subjects were given to believe that no records had been made, and each was asked to score his own paper. After further manipulation which implied that this was but a preliminary part of a complex memory test, the test papers were re-examined. Honesty is indicated by number of changes made (12% among girls, 3% in boys); heedlessness, by the ignoring of instructions as to number of letters per word (girls 20%, boys 9%); and degree of self-confidence, by relationships between omissions and correct responses. Degree and speed of verbal responses are revealed in terms of actual score. Statistical analysis is given.—*F. W. Finger* (Virginia).

1515. **Riemer, M. D.** *The psychology of ideas of unreality with emphasis on feelings of strangeness.* *Psychiat. Quart.*, 1944, 18, 316-326.—Feelings of strangeness are correlated with feelings of not belonging, inferiority feelings, and fear of being alone. These are frequently associated with fear of death and of "insanity." The origin of these is in childhood when the individual who fails to receive adequate affective support from parents ingests from them "a consistent emptiness of affect." As a means of compensation, the feelings of strangeness are employed as protective measures against anxiety. They help to build up an illusion of superiority and may serve as dissimulating agents for underlying defects.—*E. B. Brody* (Yale).

1516. **Rosenzweig, S.** *Further comparative data on repetition-choice after success and failure as related to frustration tolerance.* *J. genet. Psychol.*, 1945, 66, 75-81.—Subjects were presented successively with two jigsaw puzzles, the first of which they were allowed to complete and the second of which was taken from them before completion to indicate failure. Of 70 normal school children asked which test they wished to repeat, 51% (average CA 7 years 6 months) preferred the "successful" puzzle, while 49% (average CA 11 years 4 months) preferred the "unsuccessful" puzzle. In a further series of 36 children left alone with instructions to repeat whichever test they wished, 10 resumed neither, 17 repeated the success, and 9 the failure. Of 12 mentally deficient children (MA's 4 years 8 months to 9 years 2 months), success was preferred by 5, failure by 7. These figures were 0 and 8 for normal adults, 7 and 31 for maladjusted adults, 6 and 4 for problem children, and 10 and 17 for schizophrenic adults. Results are interpreted in terms of increased frustration tolerance or internalization of social aims with increasing maturity of personality.—*R. B. Ammons* (Iowa).

[See also abstracts 1426, 1458, 1472, 1474, 1493, 1508, 1539, 1553, 1557, 1568, 1591, 1600, 1605, 1607, 1608.]

GENERAL SOCIAL PROCESSES

(incl. Aesthetics)

1517. [Anon.] *The quarter's polls.* *Publ. Opin. Quart.*, 1944, 8, 567-603.—This is a compilation, topically arranged, of poll results released by the American Institute of Public Opinion, *Fortune*, the British Institute of Public Opinion, the Canadian

Institute of Public Opinion, the Australian Public Opinion Poll, the National Opinion Research Center, the Office of Public Opinion Research, the Institut Français d'Opinion Publique, and the Institute of Student Opinion, from August to December, 1944, except in a few instances where, for special reasons, earlier polls have been included.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

1518. **Bernard, J.** Observation and generalization in cultural anthropology. *Amer. J. Sociol.*, 1945, 50, 284-291.—Using Margaret Mead's *Sex and Temperament* for illustration, the author discusses some of the pitfalls to which current generalizations in cultural anthropology are subject. The use of rigorously controlled observation, preferably by means of instruments and quantified where possible, is urged as a means of preventing questionable conclusions from anthropological data.—*D. L. Glick* (American University).

1519. **Bossard, J. H. S.** The law of family interaction. *Amer. J. Sociol.*, 1945, 50, 292-294.—The law of family interaction here proposed is that, with the addition of each person to a family or primary group, the number of persons increases in simple arithmetical progression while the number of personal interrelationships within the group increases in the order of triangular numbers. This law may be applied to various problems of family relationships.—*D. L. Glick* (American University).

1520. **Cattell, R. B.** The cultural functions of social stratification: I. Regarding the genetic bases of society. *J. soc. Psychol.*, 1945, 21, 3-23.—It would seem that the phenomenon of social stratification is a relatively constant characteristic of social groups, surviving changes in political and even cultural form. Some fundamental aspects are discussed under the following headings: the varieties of social status, genetic differences produced in social classes, the primary dysgenic effect of social stratification, genetic adhesion and the cultural selection of genes, and the culturigenic function of social stratification. 71-item bibliography.—*F. W. Finger* (Virginia).

1521. **Cattell, R. B.** The cultural functions of social stratification: II. Regarding individual and group dynamics. *J. soc. Psychol.*, 1945, 21, 25-55.—Section headings include: problem and methods, class mean differences in acquired traits, the dynamics of the interaction of social classes as groups, the effects of inter-class mobility upon classes, the effects of inter-class mobility upon individuals, social stratification as mental hygiene, class stratification as a source of mutations in culture pattern, stratification and the total dynamics of society. 68-item bibliography.—*F. W. Finger* (Virginia).

1522. **Costello, M. J.** Leadership. *Cosantbir, Eire*, 1944, Feb.—[Abstracted review; original not seen.] An army is no better than its leaders. Thus the greatest administrative task of an army is the selection of its leaders, from corporal to general. However, the fact that a man is an officer does not necessarily require him to be a leader, for there are many staff appointments not requiring leadership. The rule governing the leadership hierarchy provides that each rank must be clearly the superior of the next lower rank in the qualities needed for the ap-

pointment in question. Thus the leader must be able to do the jobs of all his subordinates and to do them better. The superiority of the great leader shows itself, not only in high intellectual powers and great knowledge, but also in strong character and resistance to battle stress.—*R. L. Solomon* (Laredo Army Air Field).

1523. **Costello, M. J.** Qualities of leadership. *Cosantbir, Eire*, 1944, May.—[Abstracted review; original not seen.] In any leader, the strength of his emotions is of prime importance. If a man is capable of governing his emotions, he can influence the emotions of others by sympathetic induction. The first assumption in defining the military leader is that of devotion to service to his country plus sound moral principles. Beyond this foundation the leader must have the following qualities: (1) fortitude, the ability to endure hardship, responsibility, and misrepresentation; (2) determination, the capacity to persevere and in some cases to appear ruthless; and (3) physical courage, the capacity to discard fear of personal injury. The leader, even when afraid, should show no signs of fear.—*R. L. Solomon* (Laredo Army Air Field).

1524. **Cox, O. C.** Race and caste: a distinction. *Amer. J. Sociol.*, 1945, 50, 360-368.—Social scientists have been using the idea that race relations are like caste relations. The author compares certain features of Brahmanic-Indian and Western society to demonstrate differences between caste relations and race relations. Brahmanism and capitalism are two distinct forms of social organization in which castes and class exploitation, respectively, are inherent. Race relations can best be studied as a form of class exploitation; the assumption that they are caste relations is confusing and misleading.—*D. L. Glick* (American University).

1525. **Creegan, R. F.** The sociology of personal behavior. *Amer. J. Sociol.*, 1945, 50, 386-389.—The weakness of social psychology has been its lack of a clearly defined field of operation. It is defined here as the sociology of personal behavior, that is, as the study of the social rationale of personal behavior. For personal policy is determined, and seldom deliberately, with reference to values rather than to logic alone. Social values constitute the points of reference whereby individual behavior acquires some consistency over and above the consistency of subjective tastes. The status-referent rationale of many personal expressive actions in western European culture is cited.—*D. L. Glick* (American University).

1526. **Eagleson, O. W., & Clifford, A. D.** A comparative study of the names of white and Negro women college students. *J. soc. Psychol.*, 1945, 21, 57-64.—No significant difference was found between the two groups. Statistical findings were in general accord with previous studies.—*F. W. Finger* (Virginia).

1527. **Eddy, W. H. C.** Ethics and politics. *Aust. J. Psychol. Phil.*, 1944, 22, 70-92.—If politics is a struggle between elements and forces seeking power, the individual and social involvements of these elements present ethical implications. The role of ethics in politics need not be normative in order to apply, but politics is not something apart from ethics as C. E. G. Catlin insisted in 1927. Whether or not the

ends which have an ethical bearing are acknowledged, they are assumed in practice.—*H. D. Spoerl* (Jeffersonville, Vt.).

1528. Goldstein, S. E. *Marriage and family counseling*. New York: McGraw-Hill, 1945. Pp. xvi + 457. \$3.50.—This book is a general manual designed "for ministers, doctors, lawyers, teachers, social workers, and others engaged in counseling service." Following a 33-page consideration of marriage and the changing forms of the family and its place in a democracy, the book is divided into three parts: the pre-marital conference (8 chapters); family counseling (7 chapters); and counseling in practice (one chapter on the organization, staffing, and program of work of a marriage and family counseling service). Included in this last chapter is the brief of the New York State Conference on Marriage and the Family regarding the responsibility of the state in respect to marriage and the family. The appendix lists the names and addresses of many consultation centers and organizations which issue printed materials dealing with marriage and the family.—*C. R. Adams* (Pennsylvania State College).

1529. Gottschalk, L., Kluckhohn, C., & Angell, R. *The use of personal documents in history, anthropology and sociology*. *Soc. Sci. Res. Coun. Bull.*, 1945, No. 53. Pp. xiv + 243.—The historian uses primary sources where possible. The authenticity and credibility of documents (contemporary records, confidential reports, etc.) must be examined. The writing of history requires that facts be selected, arranged, emphasized or minimized, and placed in a causal sequence; each entails problems. Anthropologists have made much use of life history materials, though many documents are inadequate in some respects. In collecting life histories, problems of rapport, verity and spontaneity of the interview, recording, and translation must be solved. Life history materials have been weak in interpretation. They may be used to illuminate cultural and psychological questions. In sociology, personal documents may suggest new conceptual schemes and hypotheses and may be used in testing them. Of 22 recent studies critically examined, some were intended to explain historical sequences, some contributed otherwise to sociological theory, while some combined various methods. These studies show that documents are becoming increasingly complete and well verified; the data are assembled to bear on questions studied and are being related to theoretical analyses. 194-item bibliography.—*H. A. Gibbard* (Brown).

1530. Hartmann, G. W. *Judgments of state legislators concerning public opinion*. *J. soc. Psychol.*, 1945, 21, 105-114.—"A sample of one in three members of the Senate and Assembly of New York was studied to see how these individuals feel about the relation of their convictions on passing issues to those expressed by their constituencies. Most of them reject the view that their function is to reflect exactly the distribution of opinion within the electorate on all social questions and its corollary that every known preference of the public should be 'institutionalized' with no more delay than that required to draft the requisite legislation. In general, (a) these officials aim to utilize the polls wherever they are relevant, (b) they are well-disposed toward the familiar polling

agencies as a group, (c) they are sensitive to their specific findings, and (d) they will vote as the majority of the citizens apparently vote in a sample unless otherwise strongly motivated."—*F. W. Finger* (Virginia).

1531. Higham, J. *On acquiring a public opinion*. *Publ. Opin. Quart.*, 1944, 8, 488-499.—This is a brief history of the development of opinions on social problems among the "intellectual" undergraduates of the 1930's, as seen by the writer. These students first viewed the nation's problems as moral considerations, but they soon adopted an idealistic, socialistic, pacifistic attitude, although with some misgivings. The war brought confusion, disillusion, and bitterness. Adaptation to the facts of war necessitated painful changes in thinking, such as a decline in faith in Marxism, a decline in contempt for bourgeois values, a longing for home and for status, a more critical but still friendly attitude toward labor, an appreciation of patriotism as well as international collaboration, and an understanding of democracy as a way of life that embraces both material welfare and individual liberty. Wartime conditions have discouraged far-reaching speculation and tended to innervate socially-conscious inquiry. In part, the generation has forgotten its grandiose dreams and in part it has given them up. But it need not emerge from the war spiritually gutted and disinherited. It may be able to draw upon "inner reserves of stamina, aggressiveness, and curiosity" to rebuild a vigorous, healthy intellectual life.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

1532. Hughes, E. C. *Dilemmas and contradictions of status*. *Amer. J. Sociol.*, 1945, 50, 353-359.—There tends to grow up about a status, in addition to its specifically determining traits, a complex of auxiliary characteristics expected of its incumbents. Informal codes of fellow-workers often implicitly reflect these expectations. In our mobile society these expectations are constantly violated. The resulting contradictions and dilemmas of status are solved in various ways, some of which are here illustrated.—*D. L. Glick* (American University).

1533. Katz, D. *The polls and the 1944 election*. *Publ. Opin. Quart.*, 1944, 8, 468-487; 604-606.—The writer has previously evaluated the poll performance in the 1936 and 1940 elections. In the 1944 election, he finds that they have again made a creditable record despite the problems of manpower shortages, military voting, and a shifting population. This performance indicates an increasing skill in the use of old techniques, since no radical changes over the 1940 procedures were used. Roper named the popular vote with 0.2% error. Gallup and Crossley made errors of 2 or 3 percentage points in the state-by-state predictions, and these errors were again found in the direction of underestimating the Democratic vote. Gallup's editorializing and headlines were again less accurate than his figures. The writer discusses polling methods briefly and compares the experimental and practical techniques and results of Roper, Crossley, Gallup, the Office of Public Opinion Research, and the National Opinion Research Center. E. G. Benson of the American Institute of Public Opinion has written "Notes in Connection with Professor Katz's Article," in which he indicates what seems to

him to be inaccuracies and omissions in the discussion of the Gallup Poll. Also included is a defense of his earlier criticisms, "In Answer to Mr. Benson's Suggested 'Footnotes,'" by Katz.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

1534. Lévi-Strauss, C. The social and psychological aspect of chieftainship in a primitive tribe: the Nambikuara of northwestern Mato Grosso. *Trans. N. Y. Acad. Sci.*, 1944, 7, 16-32.—In terms of the very simply constituted groups of this tribe, certain fundamental attributes of the leadership situation are discussed. It appears, first, that the origin and limit of leadership is the consent of the group (contrary to the earlier anthropological and the psychoanalytic notion that the chief finds his prototype in a symbolic father and that the prototype of the State is the family). In the second place, the consent is expressed in a reciprocal game of give-and-take; the leader is given power and special privilege, but he must in exchange give security to the members of the group.—*F. W. Finger* (Virginia).

1535. McCormick, T. C. Simple percentage analysis of attitude questionnaires. *Amer. J. Sociol.*, 1945, 50, 390-395.—Simple and rapid comparisons of frequency percentages are suggested as an alternative to scoring and scaling methods in analyzing many attitude questionnaires: an "instantaneous" crude coefficient of correspondence between two attitude patterns of a population toward different objects; a basis for predicting roughly what percentage of individuals in a second sample from a population might express a particular attitude; and the Pearsonian r as a measure of resemblance between the attitude patterns of two populations. Caution is urged in the use of tests of statistical significance when applied to attitude data.—*D. L. Glick* (American University).

1536. Metcalfe, J. Mass Observation and public opinion polls. *Aust. Quart.*, 1943, 15, No. 4, 52-67.—A critical review of the techniques used in straw polls, Gallup polls, Mass Observation, and anthropological studies is given. The author deals with criticisms of the various methods, particularly with regard to the use to which they may be put, and their effect upon democracy is considered. A distinction is made between their use as an indication of the popular will in a democracy and the detection of political opponents under a dictatorship.—*R. Taft* (Institute of Industrial Management, Aust.).

1537. Newman, S. Cultural and psychological features in English intonation. *Trans. N. Y. Acad. Sci.*, 1944, 7, 45-54.—"The purpose of this paper is not to present a picture of English intonation for its own sake, but rather to use the intonational phenomena of English as an illustration which can provide us with some insights into the functioning of language."—*F. W. Finger* (Virginia).

1538. Patrick, C. Relation of childhood and adult leisure activities. *J. soc. Psychol.*, 1945, 21, 65-79.—On the basis of questionnaire returns from 120 unmarried subjects between the ages of 20 and 30, the following conclusions are drawn: "Adult leisure time activities are not highly correlated with those of childhood, although there are a few instances in which the early activity bears a marked relation to the later one. . . . Participation in outdoor games of childhood is seldom related with adult pursuit of athletics.

Early social activity, such as that given by the companionship of many playmates instead of the parents, has a definite relation to the pursuit of outdoor or indoor games by men. . . . If a child is taught to follow a hobby, he is apt to pursue one when he becomes an adult, although its nature may change. . . . Much social activity on the part of the parents influences the daughter to act in a similar manner, but not the son."—*F. W. Finger* (Virginia).

1539. Rogers, C. R. The nondirective method as a technique for social research. *Amer. J. Sociol.*, 1945, 50, 279-283.—The client-centered technique of therapeutic counseling, which makes the client responsible for directing the interview and for the attitudes expressed, is significant for research because it gets at deep attitudes of the person interviewed without injecting bias on the part of the interviewer. The most promising use of nondirective techniques, it appears, will be in the realm of personality research and anthropological study.—*D. L. Glick* (American University).

1540. Schuetz, A. The homecomer. *Amer. J. Sociol.*, 1945, 50, 369-376.—The homecomer hopes in vain to re-establish the old intimate we-relations with the home group as recurrent ones. Analyses of the equivocal concepts "home" and "primary relations," from the point of view of the man left behind as well as of the absent one, reveal that separation interrupts the community of space and time which the other has experienced as a unique individuality. Both sides, instead, build up a system of pseudo-types of the other which is hard to remove and never can be removed entirely because the homecomer, as well as the welcomer, has changed. This is of practical importance in the case of the returning veteran, whose life in the army shows a strange ambivalence not found in civil life.—*D. L. Glick* (American University).

1541. Spoerl, H. D. The social psychology of pastorship. *New Christianity*, 1945, 11, 11-21.—The Protestant minister is part of a group situation. His role, which is representative and interpretative, depends on co-operative adjustment rather than individualized leadership. He must be relatively free from the psychological blights often affecting those to whom he ministers. He should be oriented toward the total life of the community and not primarily toward the church interest as such.—*H. D. Spoerl* (Jeffersonville, Vt.).

1542. Taylor, C. C. Attitudes of American farmers—international and provincial. *Amer. sociol. Rev.*, 1944, 9, 657-664.—Opinion polls and voting records provide only a meager hint of the central attitudes of American farmers. The assertion that the farming population tends toward isolationism is questioned. They are rather consciously and deliberately provincial, preoccupied with local problems. When they have sensed economic injustice to their group, American farmers have mobilized for militant national and international action.—*S. E. Asch* (Brooklyn).

1543. Treudley, M. B. The concept of role in social work. *Amer. sociol. Rev.*, 1944, 9, 665-670.—The sociological concept of role finds application in social work. Examples are given, including those of foster parents, families of the mentally ill, and physically handicapped persons.—*S. E. Asch* (Brooklyn).

1544. Walsh, W. B. What the American people think of Russia. *Publ. Opin. Quart.*, 1944, 8, 513-522.—Only one American out of 10 is even reasonably well-informed about the Soviet Union. In the past few years there has been an increasing tendency to trust Russia, so that by November, 1944, 47% believed that Russia could be trusted, 35% believed she could not be trusted, and 18% did not know. There is a slight tendency for those in the higher income brackets and for Protestants to have faith in Russia and for Catholics and those in the lower income brackets to mistrust her. The clearest single determinant of confidence in Russia's postwar co-operation is the amount of information one has about the Soviets.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

1545. Woodward, L. E. Social readjustments of returning veterans. *Dis. nerv. Syst.*, 1945, 6, 83-88.—C. E. Henry (U. S. Naval Reserve).

[See also abstracts 1382, 1383, 1384, 1388, 1419, 1474, 1481, 1482, 1484, 1487, 1496, 1499, 1503, 1504, 1505, 1506, 1509, 1513, 1546, 1555, 1559, 1563, 1566, 1567, 1573, 1584, 1587, 1593, 1599, 1600, 1603, 1607.]

CRIME AND DELINQUENCY

1546. Eliasberg, W. Criminal prophylaxis and protection in emergency times. *J. crim. Law Criminol.*, 1944, 35, 143-151.—Dangerous wartime criminality, treason, and sabotage are the result of divided loyalties of recent immigrants between the fatherland and the United States. Analysis of personality differences does not explain crime, since individuals of differing personality make-up are found to be guilty of the same crime. Criminality is the evidence of orientation of loyalties, i.e., a German-American whose loyalties are oriented toward Germany rather than toward the United States is motivated toward treason. For wartime criminal prophylaxis, the importance of the group identification of the suspect aided by an understanding of linguistic peculiarities of various enemy groups is stressed as compared to the trend toward psychological analysis of the individual perpetrator.—C. E. Thompson (Northwestern).

1547. Gillespie, R. D. Psychoneurosis and criminal behavior. In Radzinowicz, L., & Turner, J. W. C., *Mental abnormality and crime*. London: Macmillan, Ltd., 1944. Pp. 72-92.—Antisocial acts may be considered as neurotic symptoms rather than criminal acts when they meet the following criteria: (1) They must be the outcome of conflict. (2) One set of the conflicting forces must be the social conscience, although this conscience itself may be an infantile rather than an adult structure. (3) The act must be a compromise and not the direct expression of personal wish for gain for oneself or injury to society. (4) There must be no material gain; or if there is, it must be possible to show that the apparent gain is not the object of the act but that the latter has some private meaning derived from special sources in the individual's mind. Criminal acts and psychoneurotic symptoms develop in a similar way. The author believes that the stronger the opposing forces are in the conflict, the greater is the tendency to

develop criminal behavior instead of psychoneurotic symptoms.—M. R. Jones (U. S. Naval Reserve).

1548. Hakeem, M. Parole prediction variables and the time factor in violations by burglars. *J. crim. Law Criminol.*, 1944, 35, 157-165.—Parole prediction studies have shown the inability to predict before a prison inmate is released on parole what his chances are for successful adjustment. The present study is concerned with determining the factors which are associated with early violation of parole and those associated with violation of parole after a long period under parole. Cases of 868 burglars from the Illinois Prison System who had violated parole were studied. It was found that length of previous criminal record, population density in the community in which the parolee lived, evidence of continued family interest, and steadiness of employment both before the prison commitment and during the parole period were factors related to the length of time and individual would go before violating parole.—C. E. Thompson (Northwestern).

1549. Kvaraceus, W. C. Chronological ages of 761 delinquents at time of initial apprehension. *J. crim. Law Criminol.*, 1944, 35, 166-168.—The mean age of 761 delinquents (563 boys, 198 girls) at first referral to the Passaic, N. J., Children's Bureau was found to be 13.32 years for the boys and 14.35 years for the girls. About a third were below 12 years of age at first referral. Reasons for delinquent behavior with relationship to the problems of adolescence are discussed. The data are compared briefly with those reported by S. & E. T. Glueck.—C. E. Thompson (Northwestern).

1550. Lessner, M. Controlling war-time juvenile delinquency. *J. crim. Law Criminol.*, 1944, 35, 242-248.—Juvenile delinquency is damaging the war effort. One attitude expressed is that the blame and punishment should be given to the parents and that mothers should stay at home. Assumption of responsibility by the community is regarded as government interference. An examination of this attitude reveals that it is narrow. Housing, schools, and recreational facilities are found to be additional factors in the problem of delinquency. There is apparent a failure to prevent delinquency, to realize that a crime committed by a child is a symptom of personality difficulty. The psychological factors giving rise to stress in the adolescent are discussed, and case studies are reported (a) to substantiate the relationship of factors mentioned to delinquency and (b) to indicate what representative organizations have done to prevent juvenile delinquency.—C. E. Thompson (Northwestern).

1551. Lewis, E. O. Mental deficiency and criminal behaviour. In Radzinowicz, L., & Turner, J. W. C., *Mental abnormality and crime*. London: Macmillan, Ltd., 1944. Pp. 93-104.—Intellectual, moral, and emotional defectives are considered from a primarily medical viewpoint. Problems of diagnosis, fixing of responsibility, and punishment are discussed.—M. R. Jones (U. S. Naval Reserve).

1552. MacNiven, A. Psychoses and criminal responsibility. In Radzinowicz, L., & Turner, J. W. C., *Mental abnormality and crime*. London: Macmillan, Ltd., 1944. Pp. 8-71.—Concise outlines are presented of manic-depressive, involutional, schizo-

phrenic, paranoid, organic, and epileptic psychoses and the types of criminal acts most commonly committed by persons with each type of illness. Illustrative case histories are followed by a discussion of the McNaghten rules and other attempts to establish responsibility for criminal acts and by a consideration of problems of terminology. The author concludes "that the only logical solution to the problem of criminal responsibility is to abolish the legal concept of responsibility and to regard everyone, whether sane or insane, who commits an offence as responsible, but not necessarily punishable." Each case should be dealt with individually and on its own merits.—*M. R. Jones* (U. S. Naval Reserve).

1553. Porteus, S. D. Q-scores, temperament, and delinquency. *J. soc. Psychol.*, 1945, 21, 81-103.—On the basis of earlier observation of performances on the Porteus Maze (see 17: 718), a method was devised for scoring qualitative aspects of maze performance (e.g., lines crossed, irregular tracing, breaks in the line, slight reversals in direction). In general, while the delinquent averages about as high on the test as the normal subject with regard to quantitative scores, his quality of performance tends to characterize him as careless, haphazard, and impulsive in reaction. "When the delinquents and non-delinquents are divided by sexes and compared, significant differences in qualitative scores (Q-scores) are revealed. Equally significant differences are found between criminals and non-criminal adults, between satisfactory and unsatisfactory students, and satisfactory and unsatisfactory workers. The Q-score is a useful measure in the detection of the pre-delinquent and the potential criminal. It should also serve as a valuable aid in vocational selection."—*F. W. Finger* (Virginia).

1554. Rojas, N. Delincuencia post-traumática. (Posttraumatic delinquency.) *Criminalia, Méx.*, 1945, 11, 69-78.—The case of a boy is reported whose behavior up to age 8 was normal; after a bus accident at this age, he exhibited persistent fugues, adding criminal conduct that increased through adolescence. No evidence of the expected anxiety syndromes was found, and it is concluded that the accident in some way initiated the delinquency.—*H. D. Spoerl* (Jeffersonville, Vt.).

1555. Shield, J. A., & Grigg, A. E. Extreme ordinal position and criminal behavior. *J. crim. Law Criminol.*, 1944, 35, 169-173.—This article reports a study of the serial position in the family of 300 admissions to the Virginia State Penitentiary. Four positions were classified: first-born, last-born, other serial position, and only child. Although the relation of type of crime and particular serial position differs for white and Negro admissions, the incidence of extreme ordinal position is significant. Factors of family attitude and adjustment are discussed. Studies of other authors are cited.—*C. E. Thompson* (Northwestern).

[See also abstracts 1472.]

INDUSTRIAL AND PERSONNEL PROBLEMS

1556. Bailey, H. W., & Dallenbach, K. M. A study of selective procedures and educational achievement of ASTP trainees processed by the

STAR unit at the University of Illinois. *Amer. J. Psychol.*, 1945, 58, 1-24.—The present paper analyzes the records of 625 trainees. All candidates took a basic battery of 5 tests: Army General Classification Test, Officer Candidate Test, American Council on Education Psychological Examination for College Freshmen, algebra, and geometry. Analysis showed that this group was a satisfactorily representative sample of the entire group assigned to basic terms. For all trainees completing term 1, it was found that the 5 basic tests gave statistically significant differences between those passing and those failing, but there was much overlapping. Trainees who came in with some college experience did significantly better in the basic course than those who had none, although only the OCT (at the 1% level) and the ACE (at the 5% level) tests predicted this result reliably. In the discussion it is pointed out that the factors determining achievement in an academic program are very complex. The tests sample only ability and achievement, which constitute only a part of the complex situation. The factors of motivation, effective study-habits, and efficient use of time are not tapped by the tests, although some evidence was obtained in the personal interview. One important conclusion was that the course was too difficult for students directly out of high school (41% failed), even though they had been carefully selected. "It is . . . easy to overestimate the amount of acceleration that is feasible even with superior students."—*D. E. Johannsen* (Skidmore).

1557. Brodman, K. Absenteeism, working efficiency and emotional maladjustments. *Industr. Med.*, 1945, 14, 1-5.—A comprehensive study of 562 employees of a New York City office of a large mail order firm dealing in books indicated that employees emotionally maladjusted to their jobs revealed a number of symptoms: (1) they frequently reported to the medical department for advice and treatment; (2) they were frequently absent due to medical reasons; (3) they were often late in reporting to work; and (4) they had a record of frequent changes of employment.—*J. E. Zerga* (Walt Disney Productions).

1558. Child, I. L., & Van de Water, M. [Eds.] *Psychology for the returning serviceman*. Washington, D. C., New York: Infantry Journal, Penguin Books, 1945. Pp. 243. \$0.25.—Scientific material relating to problems of readjustment to civilian status has been recast into a style deemed readable by the average veteran. Chapter headings are: (1) out of uniform; (2) meeting problems and looking ahead; (3) choosing a job; (4) learning new skills; (5) getting married; (6) returning to your wife; (7) being a father; (8) the veteran as a citizen; (9) social conflict; (10) POW; (11) getting well; (12) building up; (13) NPs; (14) combat nerves; (15) injuries to the nervous system; (16) injury to sight or hearing; (17) loss of limb; and (18) "years of your life."—*S. B. Williams* (U. S. Naval Reserve).

1559. Chisholm, G. B. Psychological adjustment of soldiers to army and to civilian life. *Amer. J. Psychiat.*, 1944, 101, 300-302.—The good soldier must be physically fit (diet, housing conditions, health education and services, etc.), of good mental health and stability, and capable of self-sacrifice and devotion to the cause and to his group. These de-

mands contrast so sharply with those of prewar civilian life that the problem of readjustment of the soldier as a civilian is one which affects all the citizens of any country.—*J. E. Zerga* (Walt Disney Productions).

1560. **Cornehlsen, J. H., Jr.** How the Navy selects reserve officers for billets. *Occupations*, 1945, 23, 334-337.—This is a brief description of the varied duties and activities of the Officer Selection Unit of the Bureau of Naval Personnel. The two major functions are assistance in selecting officers for various types of training, and technical assistance in procurement, placement, and classification. Interview and test procedures are indicated.—*G. S. Speer* (Central YMCA College).

1561. **Craig, P. E.** Physical and psychological aspects of ditching. *Air Surg. Bull.*, 1945, 2, 41.

1562. **Directorate of Personnel Selection (Army).** Study of records of men scoring 200 or over on the M-Test. *Bull. Canad. psychol. Ass.*, 1944, 4, 72-74.—Characteristics of 227 men scoring 200 or higher on the Canadian Army M-Test (211 is maximum) were investigated. Average age of the group was 5 years above the all-Army mean; education, personality adjustment, and health were all above average. It is concluded that the test is selective of the men particularly valuable to the modern army.—*F. W. Finger* (Virginia).

1563. **"Gideon."** Selecting army personnel in Great Britain. *J. Unit. Serv. Instn India*, 1943, Oct.—[Abstracted review; original not seen.] The problem of selection resolves into two divisions: (1) the selection of fully trained recruits for officer training, and (2) the selection of suitable raw material for NCO training and earmarking of potential officers. By tradition, the British officer is born, not made; but with a national war to fight this peacetime custom has to change. The commissioning of battle heroes has immediate appeal as a selection device but is not satisfactory. The interview has fallen under great suspicion, due to lack of reliability. Three main types of tests have been tried for selection after study of German and Russian method: the verbal, non-verbal, and reasoning tests. Also, personality tests have been used, given by a psychiatrist or presented in written questionnaires. In addition, the opinion of a Group Testing Officer who lives with the candidates is consulted.—*R. L. Solomon* (Laredo Army Air Field).

1564. **Himmelweit, H. T., & Whitfield, J. W.** Mean intelligence scores of a random sample of occupations. *Brit. J. industr. Med.*, 1944, 1, 224-226.—This report is based on 10,000 Army recruits given the 10-minute paper-and-pencil test used routinely as a rough measure of mental level. Mean values and standard deviations were calculated for 39 selected occupations represented by 50 or more recruits. Intelligence operates as a selective factor in both high and low grade occupations, but, except in the highest grades, the range within any given occupation is large. The middle types of occupations show much overlapping of intelligence levels and include representatives of each level in about the same proportions as in the general population. As far as intelligence requirements are concerned therefore, a person of average mentality has a wide choice of work; and for

vocational guidance, except at the extremes of the scale, factors other than intelligence must be considered in weighing suitability.—*M. E. Morse* (Baltimore, Md.).

1565. **Iannone, A. B., & Toterio, N. J.** Night vision indoctrination. *Air Surg. Bull.*, 1945, 2, 44.

1566. **Osborn, F. H.** Information and Education Division. *Milit. Rev.*, Ft Leavenworth, 1944, 24, 22-26.—Incidents are related which indicate that there is a serious need to educate the soldier, both the commissioned and the noncommissioned officer, to a realization of the urgency of this war. Getting men to do their best by giving them a complete understanding of the importance of their jobs is the task of leadership. To assist officers in this responsibility is the function of the Information and Education Division. This division started the magazine *Yank* to supply current news to soldiers all over the world fighting in our army. *Stars and Stripes* is the news daily. The next medium for dissemination of war information is the radio. Booklets and posters complete the program. To tie all these media together, the Army Orientation Course is given one hour per week. In this course the men have an opportunity to ask questions about the causes and origins of the war, objectives of the war, progress of the war, and the part a given unit is playing in achieving the objectives of the war. Movies in the "Why We Fight" series are often presented. Three main purposes lie behind all the media of information: (1) motivation for action, (2) explanation for some of the hard-to-understand aspects of army life, and (3) mitigation of worry by giving concrete assurances about combat fear.—*R. L. Solomon* (Laredo Army Air Field).

1567. **Pratt, G. K.** Soldier to civilian—problems of readjustment. New York: Whittlesey House, 1944. Pp. xii + 233. \$2.50.—A psychiatrist, who has had experience both with the military and with the mental hygiene movement, offers advice to families and friends of returning veterans. An appendix, Community Service for Veterans: A Guide to Planning and Coordination, is "the first outline formulated by the National Committee on Service to Veterans." It contains information to be used by community leaders as a guide in coordinating local nongovernmental agencies in setting up service-to-veterans centers.—*S. B. Williams* (U. S. Naval Reserve).

1568. **Skinner, E. F.** Psychological stresses in industry. *Practitioner*, 1944, 153, 37-44.—The most important industrial stress is insecurity as expressed in the anxiety state. Under present conditions it is largely activated by fear of separation from the herd, and this applies also to military life, which is essentially industry plus additional stresses. The cultured personality cannot escape anxiety conflict; the less cultured deals with it through hysterical dissociation. The war, with its necessity for some type of mass therapy, has put psychoanalysis in its true perspective as an important research technique but inapplicable to the individual patient. The most painstaking effort to understand the personality does not usually ameliorate the symptoms, and for the adult, the best procedure is to train him to accept his neurosis. The radical method of attacking the problem is through the education of parents and the chil-

dren themselves to deal with inescapable anxiety and through the use of sociological measures to reduce insecurity.—*M. H. Morse* (Baltimore, Md.).

1569. Terrell, C. M. Recognition training in the Army Air Forces. *Milit. Rev., Ft Leavenworth*, 1945, 24, 40-43.—The principles of instruction for recognition training are as follows: (1) no one method or device is relied on to the exclusion of others; (2) the interest of the student is aroused and maintained; (3) the instructor must be well trained; (4) shapes are learned in four steps: presentation, study, review, and testing; (5) a proper syllabus must be prepared for each course; and (6) the ultimate objective of recognition training is the recognition of aircraft, ships, or armored vehicles at the greatest possible distance. A discussion of the way this program is implemented through training directives, training materials, and training devices is presented. Validation of testing methods is discussed. The findings of the research and experimental unit at Santa Ana are listed.—*R. L. Solomon* (Laredo Army Air Field).

1570. Weinberg, S. K. Problems of adjustment in army units. *Amer. J. Sociol.*, 1945, 50, 271-278.—The standards of a military unit are imparted by officers and noncommissioned officers but are informally and effectively reinforced by the soldiers themselves. The appropriate attitudes appear in a desire for military anonymity, in increased responsiveness to commands, in the repressing of personal difficulties, and in an emotional reliance upon the group. Cohesion reaches its optimum point when the participants are united in a team function and a social role and when they become personally known to the group leaders and to one another. Mildly variant types, which may represent temporary lapses or phases of a soldier's assimilation to the army or may be more sustained categorizations, are the "gold-brick" or "goof-off," the "sadsack," the "foul-up," and the "G.I."—*D. L. Glick* (American University).

1571. Yale, J. R. Army vocational information kit. *Occupations*, 1945, 23, 324-328.—The development of the Army Vocational Information Kit is described. The final form contains 7 books of general occupational information and a number of pamphlets describing about 300 specific jobs. The pamphlets are arranged in 69 vocational fields. Further research about certain jobs is indicated. Suggestions for compiling a similar civilian kit are made.—*G. S. Speer* (Central YMCA College).

[See also abstracts 1386, 1486, 1522, 1523, 1545, 1574.]

EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

1572. Eaton, M. T. An analysis of factors related to the language arts achievement of sixth grade pupils. *Res. Bull. Ind. Dep. publ. Instruct.*, 1944, No. 8. Pp. x + 82.—This analysis of scores on the Intermediate Language Arts Tests of the Stanford Achievement Test, Form DM, made by 5,360 sixth-grade pupils seeks to determine those factors related to high and to low achievement in the areas of paragraph meaning, word meaning, language usage, and spelling. Average equated scores on each of the 4 tests are computed in relation to the 133 factors

studied, which include such variables as sex of the pupil, age of the teacher, number of rooms in the elementary school building, time given to reading, language, and spelling, and length of school term. The findings generally are in agreement with the views and practices of school administrators. Among the unanticipated indications are the facts that (1) pupils under beginning teachers show equal or higher achievement as compared with those taught by experienced teachers and (2) the daily period of time devoted to language, reading, and spelling bears no relation to high or low achievement.—*R. C. Strassburger* (St. Joseph's College for Women).

1573. Gray, W. S. [Ed.] Reading in relation to experience and language. *Suppl. educ. Monogr.*, 1944, No. 58. Pp. vii + 225.—The problem suggested in the title was selected "first, because of the current, wide interest in all forms of communication, and, second, because of the challenging issues concerning the teaching of reading that grow out of the interrelationships among reading, language and other forms of experience." Topics discussed include the role of perceptual processes, the effect of purpose, and methods of stimulating a high level of activity while reading. Recommendations are made for language arts clinics and for surveys of personal and environmental factors that might influence the progress of individuals deficient in any of the language arts. Most of the 44 papers comprising the report stress the error of assigning reading for which there is an inadequate background of pupil experience.—*G. E. Bird* (R. I. College of Education).

1574. Klugman, S. F. Permanence of clerical interests in relation to age and various abilities. *J. soc. Psychol.*, 1945, 21, 115-120.—The Strong Vocational Interest Blank for Women was given to 207 female commercial students in a vocational high school and then scored with the General Office Worker and Stenographer-Secretary keys. Retest one academic year later gave individual measures of permanence of clerical interests. No significant relationship was found between permanence of interests and IQ, school grades, score on the Blackstone Stenographic Proficiency Test, typing scores, or age.—*F. W. Finger* (Virginia).

1575. Knipp, M. B. An investigation of experimental studies which compare methods of teaching arithmetic. *J. exp. Educ.*, 1944, 13, 23-30.—Changes in the interests, procedures, and results in experimental studies of teaching arithmetic between 1911 and 1940 are presented. There is a bibliography of 57 items.—*E. B. Mallory* (Wellesley).

1576. Lewis, W. D. The relative intellectual achievement of mentally gifted and retarded children. *J. exp. Educ.*, 1944, 13, 98-109.—Pupils in the highest decile for intelligence attain a mean achievement test score which is closer to the general mean for school achievement than their mean intelligence score is to the general mean for intelligence, when these differences are measured in terms of the total distributions of the normative group. Conversely, the means of pupils in the lowest decile are closer to the norm for achievement than to the norm for intelligence. This indicates that the most intelligent pupils achieve less well and the least intelligent

achieve better than might be expected from a knowledge of their endowments. Differences in amount of time which these two groups have spent in school must be taken into consideration when drawing conclusions based on the above data.—*E. B. Mallory* (Wellesley).

1577. Lumsden, F. M. Growth and achievement in basic English skills. *J. exp. Educ.*, 1944, 13, 9-14.—Senior high-school pupils were given the Iowa Basic English Skills test, Form M, three times, at intervals of about 6 months. Patterns of progress and persistent types of error are reported for each of the 4 skills: punctuation, capitalization, usage, and spelling.—*E. B. Mallory* (Wellesley).

1578. Marsh, C. J. The importance of course objectives in psychology as judged by students. *J. genet. Psychol.*, 1945, 66, 139-142.—"A group of college women who had just completed their first course in Psychology were asked to express their opinions as to how important 15 stated objectives were for them, and also to indicate how well they thought these same objectives had been attained in the course. Results indicated that students considered the objectives to be of substantial importance, but that there was only a fair degree of relationship between how important an objective was judged to be and how well it had been attained in the course."—*R. B. Ammons* (Iowa).

1579. Potts, E. M. Testing prospective nurses. *Occupations*, 1945, 23, 328-334.—Several thousand applicants for nurses training have been tested on a battery which includes tests of scholastic aptitude, general vocabulary, nontechnical science vocabulary, reading comprehension, reading speed, science information, arithmetic, mechanical abilities, and personality. Study of the grades earned in nursing schools indicates that those who are below average on the first 7 tests are unlikely to graduate, those who are average may graduate but have difficulty in doing the work, and those who are above average are most likely to be successful. Mechanical abilities are not important in predicting success, but teaching is improved when those of the same dexterity are grouped. The personality test is least important, except when an extreme deviation is indicated, as there seems to be no "nursing personality pattern."—*G. S. Speer* (Central YMCA College).

1580. Rosenthal, M. L., & others. Effective reading; methods and models. Boston: Houghton Mifflin, 1944. Pp. viii + 522. \$3.00.

1581. Smith, D. V. Recent procedures in the evaluation of programs in English. *J. educ. Res.*, 1944, 38, 262-275.—A review of methods employed during the past few years shows that there has been a shift from the old types of meticulous research on a single variable under rigorously controlled conditions. There is less concern with the measurement of acquired knowledge or skill and more interest in evaluating the development of personality. Case studies of the total behavior of the pupil have proved more useful than comparisons of individual achievement with standard norms. The author believes that the near future will see a union of the careful controls of the older research with the newer techniques for the evaluation of the dynamic factors in education. 32-item bibliography.—*M. Murphy* (Pennsylvania).

1582. Wilson, M. C. The effect of amplifying material upon comprehension. *J. exp. Educ.*, 1944, 13, 5-8.—Materials for this experiment were 3 articles, each prepared in a short, a doubled, and a long form. Each of 405 pupils in grades 6 and 7 read one or another form of each of the articles and was then tested for comprehension of subject matter. Kuhlmann-Anderson and Iowa Silent Reading tests also were given. Statistically significant differences in scores were found in favor of the longer versions, especially in the case of the brighter pupils. The writer suggests that the basic barrier to comprehension in reading is the difficulty of the material, and in these articles the concepts encountered were made less difficult through amplification.—*E. B. Mallory* (Wellesley).

1583. Wrightstone, J. W. Evaluation of the experiment with the activity program in the New York City elementary schools. *J. educ. Res.*, 1944, 38, 252-257.—The activity program was introduced into selected New York City schools in 1935 and continued experimentally for a period of 6 years. The results of the experiment were evaluated continuously by the Advisory Committee appointed when the program was initiated, and near the conclusion of the experimental program by the State Education Department. The results of these two appraisals are summarized here. The activity program was as effective as the longer established program in developing mastery of fundamental knowledge and skills; it was more effective in developing the social behavior of the pupils and their ability to think and work on their own initiative.—*M. Murphy* (Pennsylvania).

[See also abstracts 1431, 1437, 1531.]

MENTAL TESTS

1584. Bradway, K. P. An experimental study of factors associated with Stanford-Binet IQ changes from the preschool to the junior high school. *J. genet. Psychol.*, 1945, 66, 107-128.—One hundred thirty-eight children representative of the general population, examined with the Revised Stanford-Binet Scale between the ages of 2 and 5½ years, were re-examined with the same scale after 10 years. Complete home interviews were obtained for 50 subjects showing large test-retest IQ changes, covering quantifiable information on 13 environmental factors, home status, and grandfathers' occupations. Comparison of the 24 subjects with increased IQ's with the 26 with decreased IQ's showed all factors to be positively related to IQ changes. Highly significant differences were found between the groups with respect to mother's vocabulary score, mid-parent intelligence, and ancestral intelligence index. "It was concluded that significant changes in IQ from preschool to junior high school are related to factors in the environment. . . . Regardless of the controversy about the relative potency of heredity and environment, the study indicated the value of considering ancestral intelligence in addition to a preschool child's IQ when prognosing ultimate intellectual development." 36-item bibliography.—*R. B. Ammons* (Iowa).

1585. Hirt, Z. I. Another study of retests with the 1916 Stanford-Binet Scale. *J. genet. Psychol.*, 1945,

66, 83-105.—In the course of handling school cases referred to the Child Study Department of the Erie School District, a file of 2 to 5 sets of 1916 Stanford-Binet scores was built up for each of 1,357 children. The basis for referral was unsatisfactory school adjustment in about 50% of the cases, determination of mental status in 20%, and specific adjustment problems in most of the rest. 82% of the children had IQ's between 60 and 94 on their first test. The mean test-retest change in IQ was 5.08 points, with a standard deviation of 8.26. Most IQ's tended to remain the same or decrease, while of the 300 children with IQ's below 70 on first examination, 94% still were below 70 when retested.—R. B. Ammons (Iowa).

[See also abstracts 1436, 1553.]

CHILDHOOD AND ADOLESCENCE

1586. Allen, F. M. B. Indigestion in infancy. *Practitioner*, 1944, 152, 225-228.—Most infants swallow air during feeding, but those who suffer from it are the kinetic type who gulp their food. Rumination is a neurosis, the elucidation of which may be puzzling unless the baby is seen making movements of the mouth and throat or even irritating the pharynx with the fingers. He evidently derives pleasure from the experience.—M. E. Morse (Baltimore, Md.).

1587. Beach, V., & Bressler, M. H. Phases in the development of children's painting. *J. exp. Educ.*, 1944, 13, 1-4.—The writers distinguish 5 developmental phases in the painting of children between ages 2 and 7 years. These are: relatively uncoordinated scrubbing, accidentally attained design, consciously sought design, representation (without perspective), and, finally, full realization of representation and design. Examples of the first 4 phases are presented in half-tone plates. Teachers should understand the developmental pattern, should encourage the child to find satisfaction in each phase rather than try to rush him toward a later one, and should place a balanced emphasis on both mastery and communication at every level.—E. B. Mallory (Wellesley).

1588. Bentley, M. A psychological sketch of the young child. *Amer. J. Psychol.*, 1944, 57, 206-235.—The present article "regards the living organism as the seat and origin of a great number of activities which proceed in two general directions; the first direction running toward the fashioning, refashioning and maintaining of the body, the second toward the fashioning, refashioning and maintaining of the organism's theater of living. The agent active in both directions, and everywhere immediately responsible, is the organized body." Six basic correlations have been used in describing development: organism-environment, stimulus-response, stimulus-sensation, excitation-reaction, impressions-mind, active body-theater of living. The development of the child is traced chiefly in terms of this last pair of concepts from conception through the early months after birth. The psychological significance of the digestive cycle, the manner in which the child's world is extended and remodelled, the gradual development of self-government, and the growth of moving when

predicamentive situations appear are considered.—D. E. Johannsen (Skidmore).

1589. Brenman, M., & Knight, R. P. Self-starvation and compulsive hopping with paradoxical reaction to hypnosis. *Amer. J. Orthopsychiat.*, 1945, 15, 65-75.—The treatment is described of a 14-year-old girl who exhibited an unusually bizarre symptom picture. She refused to eat, losing 25 pounds in the 3 years of her illness, had a compulsion to run instead of walk, and hopped violently on her right leg for hours at a time. After several treatment plans failed, the patient was started toward recovery by an attempted hypnosis which was followed by a tempestuous outburst when the patient discovered she could not hop any more.—R. E. Perl (New York City).

1590. Escalona, S. K. Feeding disturbances in very young children. *Amer. J. Orthopsychiat.*, 1945, 15, 76-80.—This is a report of observations made at the Massachusetts Reformatory for Women on the eating behavior of children ranging in age from 10 days to two years. The author observes that, when infants are brought into close contact with an adult, they perceive the emotional state of the adult and respond to it in a consistent manner. In young children, eating behavior may serve as an especially sensitive indicator of general adjustment.—R. E. Perl (New York City).

1591. Exarchopoulos, N. [The individuality of first-born children.] *Prakt. Athen. Akad.*, 1939, 14, 186-202.—From data obtained from a study of 37 children, the writer concludes that the first-born is in general characterized by a superior sense of duty and of self-confidence, greater calmness and self-discipline, a tendency toward leadership, higher intelligence level and scholastic success, and superior physique and health. German summary.—(Courtney *Année psychol.*).

1592. Frankl, A. W. Mental hygiene work in a well-baby clinic. *Amer. J. Orthopsychiat.*, 1945, 15, 103-111.—After describing the development of a habit clinic or mental hygiene unit in a conventional pediatric setting, the author presents some preliminary results from the study of children and mothers. Crucial situations in the development of relationships between child and family members are presented under the headings: (1) when the baby begins to creep and walk, (2) when mothers think it time to teach their children civilized social behavior with other children, (3) when a child realizes he is able to choose between complying with parents' demands or refusing, and (4) when a new sibling arrives.—R. E. Perl (New York City).

1593. Geddie, L., & Hildreth, G. Children's ideas about the war. *J. exp. Educ.*, 1944, 13, 92-97.—A picture-choice test, an interview, overheard conversations, and observation of their block building, dramatic play, and creative work yielded information regarding ideas about the war held by 12 boys and 9 girls in grade 1. It was found that there were wide individual differences in their interest and information concerning the war. The boys were better informed than the girls and showed much greater interest. Relatively little emotional disturbance was revealed. The group studied had learned about the war chiefly from conversations with adults in the family circle.—E. B. Mallory (Wellesley).

1594. Gesell, A. Individual versus group care of infants. *Child Welf. League Amer. Bull.*, 1944, 23, 9-10.

1595. Huang, I. Abstraction of form and color in children as a function of the stimulus objects. *J. genet. Psychol.*, 1945, 66, 59-62.—Data are presented from a series of experiments with groups of kindergarten children (*N*'s 20 to 30), where the children indicated which of two test objects was like a third reference object with respect to color or form. Choices on the basis of form predominated where relatively uncontrolled plane geometrical figures, solid geometrical figures, and plane figures of real things were used. Where large color differences were used, choices were made predominantly on the basis of color, while form choices were predominant where large form differences were introduced. With increasing form or color differences, statistically significant larger percentages of form or color responses were found. Real objects did not seem to have an unequivocal advantage over their wooden replicas in leading to form choices.—*R. B. Ammons (Iowa)*.

1596. Huang, I., & Lee, H. W. Experimental analysis of child animism. *J. genet. Psychol.*, 1945, 66, 69-74.—Twenty children, ranging in age from 3 years 5 months to 5 years 11 months, and 20 children, from 6 years to 8 years 7 months, were asked questions about a dog, tree, river, stone, pencil, bicycle, ball, automobile, watch, and the moon. They indicated whether they believed the object was living, had life, felt pain when pricked, was capable of wanting, could be good, had anything it must do (function), and performed this purposely; then they amplified the statement. They were stricter in granting the status of "having life" than of "living" and seldom said an inanimate object was alive. Where this mistake was made, however, there was little tendency to give the object anthropomorphic traits, and the specific characteristics of the objects seemed to determine the judgment, rather than some general animistic tendency. Correct answers tended to increase with age.—*R. B. Ammons (Iowa)*.

1597. Huang, I., Yang, H. C., & Yao, F. Y. Principles of selection in children's "phenomenistic" explanations. *J. genet. Psychol.*, 1945, 66, 63-68.—Four groups of children (*N*'s 40 to 66), ranging from CA 4 to 13, were asked in four experiments to give causes for certain "strange phenomena," such as the change in color of water poured from beaker to beaker. The phenomena were accompanied by irrelevant concomitant changes, such as shining a colored lamp on the water. Most explanations involving the irrelevant factors tended to be merged into a rationale of causal connection based on application of simple, everyday, familiar physical principles. There was definite evidence that the greater the similarity of the factor to the phenomenon, the more likely the children were to name it as a cause. Some further bases for selection of factors as causes are suggested: amenability to rationalization into familiar causal concepts, strangeness of the factor, attention value of the factor, and contiguity of the factor with the basic phenomenon.—*R. B. Ammons (Iowa)*.

1598. Jackson, E. B. Prophylactic considerations for the neonatal period; development of home-visit plan for pediatric internes. *Amer. J. Orthopsychiat.*,

1945, 15, 89-102.—In the last 5 years, every pediatric interne on the resident staff of the New Haven Hospital has made home visits to clinic-status neonates following their discharge from the hospital nursery. The plan was undertaken on the proposition that closer understanding and supervision of the mothers' problems should tend to decrease the early conflicts in the mother-child relationship and that, in alleviating the feeding problems, the child's prospects of a healthy personality development was fostered. The plan, aside from its practical value to the community, has developed the interne's awareness of the importance of the variability of maternal reactions and home situations in relation to babies' behavior.—*R. E. Perl (New York City)*.

1599. Kasser, E. The growth and decline of a children's slang vocabulary at Mooseheart, a self-contained community. *J. genet. Psychol.*, 1945, 66, 129-137.—A survey was made of the slang words used by approximately 1000 children at Mooseheart, with 78 words reported. Of these, only 18 had been listed in a similar survey period 11 years before; 38% of the new words were nationally used. Nouns were most numerous, followed by verbs, then adjectives. Most of the slang words appeared to originate with the high-school group and then spread to the younger children. New slang words seem to originate in the following ways: (a) extensions or misunderstandings of meanings of acceptable words, (b) shortening of acceptable words, (c) habitual bad grammar, and (d) words coined for peculiar local experiences, maintaining themselves as long as their original causes persist.—*R. B. Ammons (Iowa)*.

1600. Kuhlen, R. G. The interests and attitudes of Japanese, Chinese, and white adolescents: a study in culture and personality. *J. soc. Psychol.*, 1945, 21, 121-133.—"Pressey Interest-Attitude Test results . . . were secured from 1,589 Japanese, and 690 Chinese high school students in McKinley High School in Hawaii, and comparisons were made with similar test results on 1,547 White children of comparable age and grade level in the United States. . . . Analysis of 'maturity scores' (based on White American norms) reveal the Orientals to be relatively 'immature' on subtests dealing with disapprovals and worries and about equivalent to the Whites on interests and admirations. . . . The Orientals tend to check 'worries' much more heavily than do the Whites (about twice as many checks), a tendency which may conceivably be an indication of emotional stress accompanying the acculturation process." It is suggested that "a new culture makes its impact rather early through those taboos and moral wrongs which are sufficiently crystallized in that culture to be taught as such."—*F. W. Finger (Virginia)*.

1601. Lambert, C. Play school—the doorway to a child's world. *Understanding the Child*, 1945, 14, 6-11.—This article, based on the long experience of the Play Schools Association, describes the main features of the play school. The children who attend these schools range from 5 to 12 years. The two programs for the children are the 'play' and 'therapy' programs. The therapy program is the initial step in preparing children for the play program, the aim of the former being to adjust the child to the group and to curb his aggressive impulses. "The play program

is predicated on the idea that rich content and experiences stimulated children to dramatize and recreate not only their actual experiences but also the whole gamut of emotion which can stir children." Dramatic play is considered the heart of the play program. The importance of parent participation is stressed.—*S. B. Sarason* (Southbury Training School, Conn.).

1602. Magiera, E. A., Wood, L., & Watts, M. Child guidance in Mississippi. *Understanding the Child*, 1945, 14, 12-19.—A short history of the child guidance movement in Mississippi is given. The activities of the guidance center are discussed in terms of clinic service (treatment of emotionally upset children), educational work in the community through lectures and discussions, and staff conferences. The duties of the psychiatrist, psychologist, and psychiatric social worker are discussed. Two cases are given which illustrate the work of the guidance centers.—*S. B. Sarason* (Southbury Training School, Conn.).

1603. Rautman, A. L., & Brower, E. War themes in children's stories. *J. Psychol.*, 1945, 19, 191-202.—In December, 1943, ten pictures from the Thematic Apperception Test were shown to 536 public school pupils (grades 3 to 6) and to their 20 teachers. Pupils and teachers then wrote a brief story about each picture, answering the questions: (a) What is happening? (b) How are they feeling? (c) How will it end? The resulting stories were analyzed for evidence of war-inspired themes. The data show that the pupils as a group did not seem to be unduly preoccupied with war or war activities, since 61.38% gave no war theme to their stories and 84.51% interpreted not more than one out of the 10 pictures in terms of war. Few children gave an excessive number of war interpretations; however, these few children were in serious need of special guidance. Of the stories having a war theme, 30.55% had a definitely happy ending. The fact that only 35.19% of the 5,360 stories had a happy ending contradicts the once-popular idea that childhood is a period of pure joy and freedom from worry.—*R. B. Ammons* (Iowa).

1604. Schachter, M., & Cotte, S. Sur un phénomène syncinétique nouveau chez le garçon. La syncinésie chiro-crémastérienne. (A new manifestation of bodily synthesis in boys. Hand-genital synthesis.) *Ann. paediat.*, 1943, 160, 208-211.—Among 20 boys between the ages of 5 and 13 years, testicular tumescence on either the same or the opposite sides occurred in 65% of the cases in conjunction with the pressure of a hand dynamometer. Among those 14-18 years of age, the phenomenon was observed in 55% of the cases.—*F. L. Goodenough* (Minnesota).

1605. Schryver, S. Problems of orphanhood. *J. nerv. ment. Dis.*, 1945, 101, 257-263.—Reactions to orphanhood are analyzed to see if specific traumatic situations lead to specific personality reactions. Various specific reactions to the loss of a parent are described, such as over-evaluation of the dead parent and perhaps hostility toward the living parent or parent-substitute, guilt reactions, and the development of anxieties and fears related to disease and

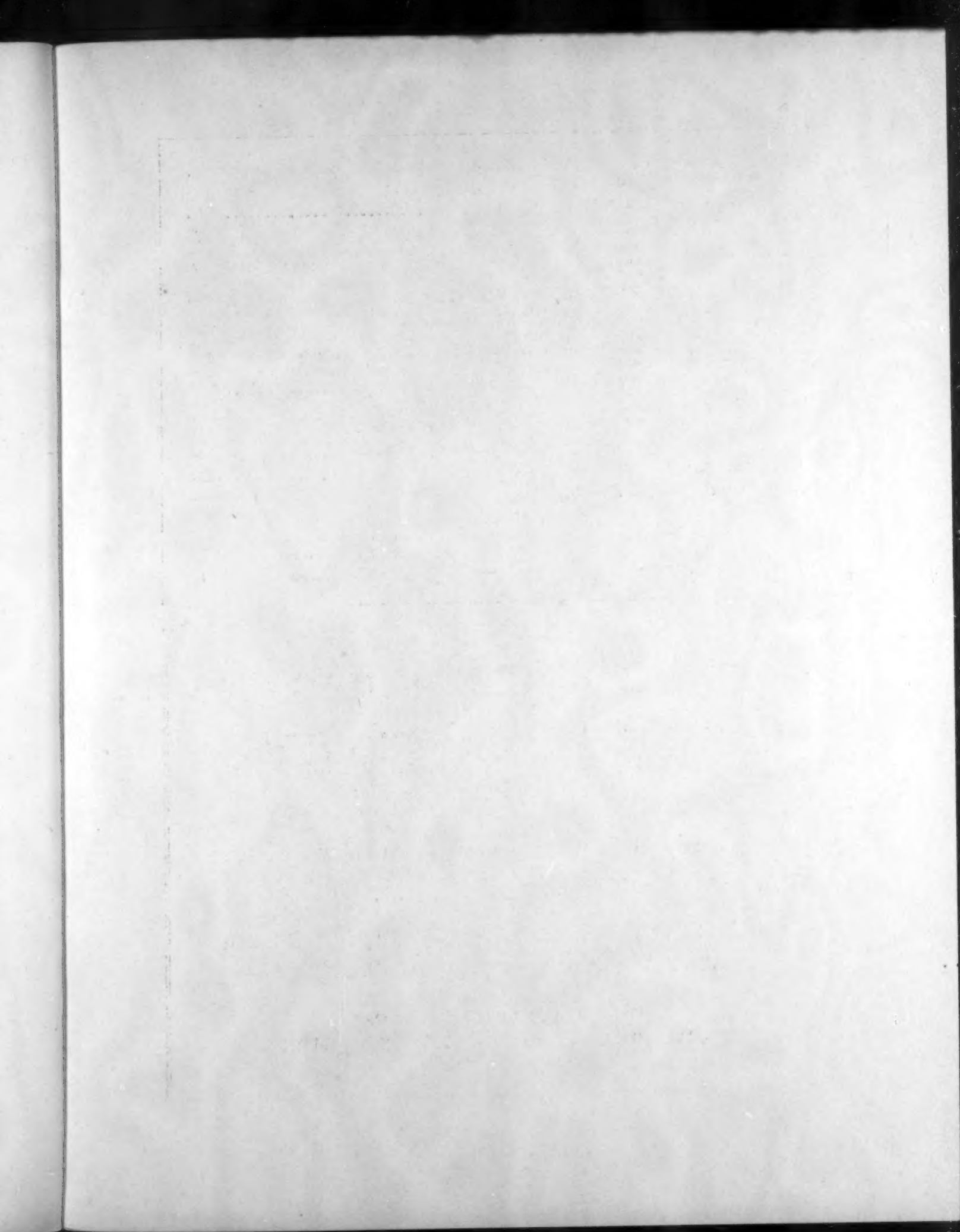
death. General reactions, such as feelings of loneliness, inferiority, and insecurity, resulting from belonging to a minority group, are also described. Children may react to their insecurity either by attempting to be independent of all adults or by clinging to adults and seeking constant reassurance regarding the adult's affection.—*L. B. Heathers* (Smith).

1606. Simson, T. P. Reaktivnie sostoyaniya u detei bivshikh v usloviyakh okkupatsii. (Reactions in children from enemy-occupied areas.) *Neuropat. Psikiat.*, 1944, 13, No. 3, 40-45.—The structure, dynamics, course, and treatment of reactive conditions in children whose residence in enemy-occupied areas varied from 6 days to 11 months are discussed. Traumatic experiences are divided as follows: psychogenic, involving shock resulting from personal loss, threats of violence, inhibition of activity by apprehensive adults, scenes of burning houses and slaughter; and somatogenic, arising from prolonged residence in damp, cold places, with irregular sleeping and feeding. During the period of occupation, the behavior of the children was basically that of inhibition, later changing to a heightened nervous excitability. One group of children eliminated traumatic experiences by spontaneous expression in play, talk, and phantasy; another group suppressed them. Treatment was mainly with the latter group by the usual psychotherapeutic techniques.—*P. Worchel* (U. S. Naval Reserve).

1607. Torrance, P. The influence of the broken home on adolescent adjustment. *J. educ. Sociol.*, 1945, 18, 359-364.—Boarding students in the Georgia Military College who came from broken homes were paired with boys with the same IQ and approximate CA from normal homes. The broken-home group had more retardation and more overachievement, more behavior, emotional, social, and health problems, and all the dismissals because of serious maladjustment. Boys whose parents were separated or divorced showed the greatest number of problems; those with both parents dead ranked next. Broken-home boys showed greater tendency to anger, more self-centeredness, less sensitivity to social approval, less self-control, and more depression. In many cases the abnormal behavior can be traced to the time of the break in the home. Those with normal mentalities and bodies adjust during the years of later adolescence, and ways in which schools can aid this adjustment are discussed.—*H. A. Gibbard* (Brown).

1608. Tschechtelin, M. A. Children's ratings of associates. *J. exp. Educ.*, 1944, 13, 20-22.—The author compared the ratings of classmates made by 4,000 boys and 4,000 girls in the Tschechtelin 22-Trait Personality Rating Scale. When results from grades 4 through 8 were combined, it was found that boys gave higher mean ratings to boys than to girls, with 9 (out of 22) of the differences between means significant at the 1% level and 6 at the 5% level. Girls tended to favor girls, with 20 differences between the means significant at the 1% level.—*E. B. Mallory* (Wellesley).

[See also abstracts 1427, 1462, 1470, 1492, 1499, 1506, 1516, 1538.]



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